DOCUMENT RESUME

ED 048 234 SP 007 160

AUTHOR	Burkhardt, Frederick
TITLE	Spanish. Foreign Language Curriculum Guide. Preliminary Version. Vol. 2, Intermediate Phase, Levels III and IV.
INSTITUTION	Farmington Public Schools, Conn.
PUB DATE	68
NOTE	172p.; A Noah Wallace Fund Experimental Center Project
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	*Curriculum Guides, Nongraded System, *Secondary Grades, *Spanish

ABSTRACT

GRADES OR AGES: Secondary level. SUBJECT MATTER: Spanish (Intermediate). ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into two levels, each of which is broken down into 8-10 units. Each unit is laid out in four columns across two pages. Column headings are: Concept To Be Taught, References, Special Comments, and Evaluation. The guide is offset printed and spiral bound with a paper cover. OBJECTIVES AND ACTIVITIES: A basic theory and general objectives are outlined in an introductory chapter. Activities outlined in the first three columns of each unit consist mostly of grammatical drills, reading for understanding, and writing on selected topics. Translation is not emphasized. Four optional units in the second level contain advanced reading selections and accompanying vocabulary lists and exercises. INSTRUCTIONAL MATERIALS: A list of ten texts and three audiotapes to be used in the course is given at the beginning of the guide. The second column in each unit refers to specific parts of these materials for each activity. STUDENT ASSESSMENT: The fourth column in each unit gives specific suggestions for timing and content of quizzes and exams. Exams are to be taken from one of the texts in the list. (RT)

ED0 48234

SPANISH

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Foreign Language Curriculum Guide

Preliminary Version

Volume 2 - Intermediate Phase
Levels III and IV

A Noah Wallace Fund Experimental Center Project
Farmington Public Schools
Farmington, Connecticut
Summer, 1968

SP007160

FARMINGTON TOWN BOARD OF EDUCATION

Mr. John Caruso
Mr. Salvatore J. Iritano
Mr. William A. LaPointe
Mr. Paul W. Menzel, Chairman

Rev. William A. McConnell
Mrs. Marguerite Westerberg, Secy.
Mrs. Lillian H. Sheehan
Mrs. Ann H. C. Smith

Mr. William N. Wixon

NOAH WALLACE INCOME FUND ADVISORY COMMITTEE

Mr. James Bishop
Mrs. Arthur Deming
Mr. Francis Hatch
Mr. Salvatore Iritano

Mr. Alfred Mikitas
Mrs. R. Graeme Smith
Mr. Adrian Wadsworth
Mrs. Ralph V. Westerberg

Mrs. Norman C. White

ADMINISTRATION, FARMINGTON PUBLIC SCHOOLS

Superintendent

Mr. John P. McDonough

Assistant Superintendent

Dr. William H. Streich

Coordinator of Instruction

Dr. Joan D. Kerelejza

Business Administrator

Mr. Andrew Lesiak

Principals

Mr. George T. Bennett
Mr. Richard T. Manion
Mr. John McManama

Mrs. Helen McMullen
Mr. Eugene J. Voll
Mr. A. Rodger Wutzl

FOREIGN LANGUAGE CURRICULUM STUDY

SPANISH

INTERMEDIATE PHASE

1963 - 1968

WRITING COMMITTEE

Mr. Frederick Burkhardt, Resource Teacher, Foreign Languages

STUDY COMMITTEE

Mr. Frederick Burkhardt	Miss Celeste Masi
Mr. Thomas Crane	Mr. Brian Beaudin

The committees wish to thank Dr. Joan D. Kerelejza, Coordinator of Instruction, for her guidance in this project. Thanks also are extended to the Noah Wallace Fund Income Advisory Committee for making this curriculum study possible.

TABLE OF CONTENTS

Page
Foreword i
Using the Curriculum Guide ii
Spanish - Level III - Introduction vi
Reference Books for Spanish - Level III viii

Level III

Unit I 1
Unit II 7
Unit III 15
Unit IV 21
Unit V 29
Unit VI 39
Unit VII 45
Unit VIII 53
Unit IX 62
Unit X 68

Level IV

Level IV - Introduction 74
Reference Books for Spanish - Level IV 76
Unit I 78
Unit II 84
Unit III 90
Unit IV 96
Unit V 102
Unit VI 108
Unit VII 114
Unit VIII 118
Units A, B, C, and D - Introduction 124
Unit A - La Gitanilla 125
Unit B - El Frijolito Saltón 131
Unit C - La Rana Viajera 143
Unit D - La Zapatera Prodigiosa 151
Appendix A - How to Read Spanish 157

FOREWORD

This Guide represents the culmination of over three years of study of the foreign language program in the secondary schools. The group faced the difficulties of changes in staff, large numbers of students, inadequate laboratory facilities, variations in texts, and insufficient time allotments. As a result, overcoming these rather formidable obstacles creates something of the exuberance of une grande victoire.

With nongrading on the secondary level imminent, the Writing Committee planned the Guide to allow for a steady progression of skills from unit to unit. Students of all abilities will be able to continue the study of French or Spanish as long as they have an interest. Language study remains open to every student, not just to a select few.

The program is based on the audio-lingual approach. The Guide itself is divided into four sections: concepts to be taught, references to instructional materials, special suggestions for teaching procedures, and evaluation techniques. Taped materials are correlated to lessons throughout. A separate script of the tapes in use in the program is available. To aid in revision, teachers are asked to annotate their own copies of the course of study.

The foreign language teachers should be lauded for their patience and forbearance as well as for the excellence of the material found in this Guide.

For the Committee,
Joan D. Kerelejza

USING THE CURRICULUM GUIDE

UNGRADED INSTRUCTIONAL PROGRAM

The concept of an ungraded foreign language instructional program, on which this Curriculum Guide is based, is new and challenging. It is hoped that it will enable all students who elect to study French and Spanish to find a measure of successful achievement in such pursuit. With its framework of units and levels, the program **will** allow a student's progress to be paced at a rate which is best for him. Methods of evaluation of his progress have been carefully indicated in the Guide.

ELECTION OF FOREIGN LANGUAGE AND STUDENT PLACEMENT

The foreign language program consists of six years of instruction, with students having the option of beginning their study in the seventh, ninth, tenth, or eleventh grade. The student has a double election at the end of the sixth grade. He may or may not elect to take a foreign language; he may elect French or Spanish. Readiness for foreign language study should be judged by elementary school achievement in English and social studies and by maturity level. Students should be advised by their sixth-grade teachers and guidance personnel as to their readiness.

Progress and achievement determine whether or not a student should continue in the foreign language program in the eighth grade. Teacher evaluation of a student's performance is of vital importance here. It is often profitable for a student to wait a year or two and begin the material again. Continuance in the high school should be with placement at the unit and year in the student's on-going foreign language experience at which he finds himself. Under this ungraded program, the student may complete large units of work at different times during the school year in accordance with his ability.

Students should be encouraged to plan at least a three-year sequence if they elect to begin the study of foreign language at the high school. Learning to speak is time-consuming and, unless more than two years are planned, the ability of the students to read and especially to write will be seriously underdeveloped.

COLLEGE ENTRANCE CREDITS

The problem of college entrance credits under the ungraded program can best be met by indicating on the transcript the fact that the student has successfully completed a number of levels (Level in this sense is to be defined as the equivalent of one year's work under the traditional programs) of French or Spanish rather than the number of years he has studied the language. A good evaluation of such progress through the levels is the MLA Cooperative Modern Language Tests in the basic four skills.

Standings on these tests, based on national norms, present valuable information for college admissions officers in evaluating credit in foreign language and should be part of the transcript.

BASIC CONVICTIONS

The following convictions form a basis for this Curriculum Guide:

1. French and Spanish are of immediate practical and cultural value in the curriculum of the Farmington Public Schools in that they:

   a. Meet the practical need of introducing the culture of the French-and Spanish-speaking peoples to the student so that he can learn first-hand about groups of people who are members of foreign language-speaking minority groups in his own community, state, and nation, or who are members of nations which are near neighbors of the United States, as well as part of the United Nations community.

   b. Prepare those students who will enter commercial areas of world trade with a language background and understanding of economics and cultural patterns which will aid them in this pursuit.

   c. Provide the necessary preparation for advanced work and admission requirements in foreign language at colleges and universities.

2. The foreign language must LIVE for the student if it is to justify its place in the curriculum. To be ALIVE it must be active, interesting, and challenging in spirit. The student must be able to see his progress and the value of his study if it is to maintain his interest.

3. A student will achieve best in a program which proceeds at his rate of learning. He is not discouraged in a program in which he is not held back by slower-learning students or unnecessarily challenged beyond his ability by faster-learning students.

METHODS USED

The method adopted for use in the Farmington Public Schools is that which was formerly called the "audio-lingual" and which perhaps could be better named "basic skills," since all four skills are to be developed during the language experience of the student.

At first the approach is completely oral, with the student learning to comprehend the spoken word (listening skill) and responding to it with oral utterances which have meaning both to speaker and hearer (speaking skill). When evaluative techniques indicate that the student is ready for the third basic skill, that of reading comprehension (reading skill), he is introduced to the textbook and begins by reading material he has already mastered in the listening and speaking stages of learning. The fourth skill, that of writing (writing skill), is developed progressively through various means which are described later in this Guide.

LANGUAGE OF THE CLASSROOM

The language of the classroom is that which is being learned. For clarity and understanding, an occasional English meaning may be given; however, care is to be taken not to allow classes to deteriorate into sessions in English.

GRAMMAR

Grammatical patterns, basic to the mastery of the basic four skills, are taught by practice drills and laboratory sessions in which imitation, repetition, and variation insure familiarity and mastery of the speech habit. Explanations of grammar are often confusing to the student and are postponed until the pattern has been controlled by the student, in some instances many units or levels later.

LABORATORY DRILL

Laboratory drill is an important part of the language learning experience. The student's active participation in laboratory sessions, whether he is recording or not, is a critical point to be insisted upon by the teacher. Passive listening without mouthing the sounds in careful imitation is of little value. In structural drills the student should be encouraged to anticipate the correct model, listen to it, and then repeat it. It is often advisable to give visual aid by using an overhead projector, filmstrip, or film to insure learning with meaning rather than parroting of material.

VISUAL AIDS

Visual aids form a very necessary part of the courses. The overhead projector offers many opportunities for presentation of visual cues to match oral drills and responses. Realia in the form of objects, models, pictures, and materials gathered from the French-and Spanish-speaking countries add interest and variety. This storehouse of teaching aids and materials should be continually improved.

PRONUNCIATION

While specific references are made to certain pronunciation patterns in the units following, the oral command of the sound structure of the language must be constantly refined and improved. The teacher should correct glaring errors, but not at the expense of fluency. The student should be encouraged to speak; he may be discouraged by persistent interruption of speech patterns for correction of minor mistakes.

MLA COOPERATIVE FOREIGN LANGUAGE TESTS

The MLA Cooperative Foreign Language Tests are used as an evaluating device to enable the teacher to judge the student's progress and to determine areas for restudy. Forms LA and LB are given near the end of Level I, the end of Level II, and at the half-way mark in Level III. Forms MA or MB are given near the end of Level III, the end of Level IV, and the end of Level V. These cooperative tests are used diagnostically, not for grading purposes. Other quizzes and tests are written by teachers or adapted from suggestions in the specific publisher's Teacher's Manual for the textbook being used.

TESTING TECHNIQUES

Suggestions for testing the four skills, prepared for methods classes at Central Connecticut State College, are repeated in Appendix A as a guide for teachers in preparing quiz and test materials.

Unit tests should be uniform for each unit taught. As the staff prepares such tests, strict security will be required, since only when we can use an evaluative instrument over several years do we have the necessary knowledge to judge progress on the part of students. Teachers will wish to return tests for class review, but should be certain to collect and store them after such review.

ROLE OF THE TEACHER

It must be emphasized that the key to successful teaching is the classroom teacher. He is an individual, as each student is an individual. It is hoped that as a creative individual the teacher will develop a multiplicity of methods and means to lead his students to successful learning experiences. This Guide is to give direction to the foreign language program for continuity and coordination, and should not deter a teacher from individualistic practices so long as they are coordinate with its broad framework and basic method. We ask that members of the foreign language staff communicate their new ideas and practices, with an aim to constant revision of this Guide, to keep it current and valuable.

Frederick R. Burkhardt
Resource Teacher
Grades 7 - 12
Modern Foreign Languages

SPANISH LEVEL III

INTRODUCTION

LEVEL III represents the first of two segments of the Intermediate Phase of learning Spanish. It involves all four skills but the emphasis shifts to reading and writing.

The teacher should adapt the suggestions found in this Guide to meet the collective and individual needs of the class. It may be necessary to accelerate or decelerate the general pace of the class; one or more of the skills may need emphasis at any time. In no case should the teacher consider the textbook to be the course for the year.

Some students may begin the year with units still considered to be part of Level II; others may be advanced into the material herein described; still others may be exactly at the point of departure for Level III.

Cultural material should be introduced and used whenever appropriate. The teacher should make use of his own background, knowledge, personal experience, and travel (as well as those of his departmental and school-wide fellow faculty) to enlarge the experience of the student.

CLASSROOM TECHNIQUES

In an ungraded program, although we have tried to schedule students who are similar in ability together, it will always be necessary to individualize instruction. While this Guide summarizes techniques for each of the varying skills, it is the intent that the teacher select those which will best fit the individual student.

Flexibility is the key word.

While some students may need more time for practice in a specific skill, others may quickly master the item in question. The teacher should be prepared to have several groups or even individual students working at the same time on phases of learning which are different. For example, a student who quickly reads with comprehension may have difficulty with the writing skills. He should be allowed more time for practice in the writing skills, while other students may take more time in the reading comprehension skill.

We often learn more by explaining material to others. Try to involve students who have mastered a specific function of the language in the instruction of other students.

REFERENCE BOOKS FOR SPANISH - LEVEL III

The following reference texts have been used in compiling the Level III Guide. They should be in the possession of each teacher of this level.

Basic Texts:

Hablar y Leer, LaGrone, McHenry and O'Connor, Holt, Rinehart and Winston, New York, 1962

Leer, Hablar y Escribir, Keesee, LaGrone and O'Connor, Holt, Rinehart and Winston, New York, 1963

Teacher's Manuals for above.

Teacher's Reference Books:

Workbook in Spanish, Two Years, Nassi, Amsco School Publications, New York, 1957

Workbook in Spanish, Three Years, Nassi, Bernstein and Nuzzi, Amsco School Publications, New York, 1966

Spanish Review Exercises, I-II, Phyllides, Educators Publishing Service, Cambridge, Mass., 1961

Workbook in Everyday Spanish, Book I, Andujar and Dixson, Regents Publishing Co., New York, 1958 (formerly Latin American Institute Press, Inc.)

Workbook in Everyday Spanish, Book II, Andujar and Dixson, Regents Publishing Co., New York, 1958 (formerly Latin American Institute Press, Inc.)

Charlar Repasando, Nason and Campbell, Oxford, New York, 1951

Modern Approach to Spanish, Agard, Holt, Rinehart and Winston, New York, 1964

Tests and Drills in Spanish Grammar, Angel and Dixson, Regents Publishing Co., 1955 (formerly Latin American Institute Press)

Tapes:

Hablar y Leer, Holt, Rinehart and Winston, 1962

El Español Moderno, Book I, Charles E. Merrill Co., 1966

A-LM Spanish, Level I, Harcourt-Brace, 1961

LEVEL III - UNIT I

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	Hablar y Leer, Capítulo 13 Diccionario, p. 262
Reading comprehension	Hablar y Leer, Capítulo 13 Escenas #1-8, pp. 263-270 Report, pp. 275-280 Teacher's Manual, pp. 195-206

SPECIAL COMMENTS	EVALUATION
Introduce vocabulary as it is used in reading material. Vocabulary should never be taught out of context.	Student should show his mastery by increased reading and writing ability.
After all words have been introduced, use word games to reinforce learning.	Use quizzes, both oral and written, as in Level II.
Make use of student-student-student drill. Avoid teacher-student-teacher drills.	
For slower student, teacher may wish to furnish questions to students to give direction to reading.	Student should be able to locate answers with speed and accuracy.
For Escenas, it may be wise to insist on books closed. For Report, teacher may elect to have books open.	Check to see if student is reading for information. Discourage word translation.
Make assignments according to the ability of the class.	

CONCEPT TO BE TAUGHT

Review: Adjetivos
Imperfecto

REFERENCES

Hablar y Leer, pp. 271-274

Workbook in Spanish, Two Years

pp. 15-18 (Imperfecto)
pp. 114-116 (Adjetivos)

Workbook in Spanish, Three Years

pp. 26-32 (Imperfecto)
pp. 152-155; 156-158 (Adjetivos)

Spanish Review Exercises, I-II

pp. 11-12 (Agreement of adjectives)

Workbook in Everyday Spanish, Book I

pp. 111-119 (Imperfecto)

Workbook in Everyday Spanish, Book II

p. 21 (Adjetivos, formas especiales)

Tapes, *Hablar y Leer*

Ejercicios 1-2 (Adjetivos)
Ejercicios 3-6 (Imperfecto)

Teacher's Manual, *Hablar y Leer*

pp. 201-205

Tapes, *El Español Moderno, Book I*

Drills 166-176, Tape 14

SPECIAL COMMENTS

INDIVIDUALIZE instruction. This is the second or third time that this grammatical structure has been formally studied.

Use any or all necessary material from reference books for individual student use.

Check file for additional written drills.

Assign additional individual laboratory sessions when necessary.

Exam requires distinction between preterito and imperfecto. Emphasize key words for imperfecto:

mientras, generalmente, ya, todavía, and entonces.

Emphasize description for imperfecto.

Make distinction in meanings:

sabía - supe; podía - pude.

EVALUATION

Student should have command of agreement and position of adjectives.

Construct quiz to include subject changes and present-imperfect changes. Student should be able to use imperfect naturally and without hesitation and to make distinction in use with preterite.

CONCEPT TO BE TAUGHT	REFERENCES
Writing practice	Hablar y Leer, Capítulo 13 p. 281

Do not neglect listening comprehension and speaking skills!

SPECIAL COMMENTS	EVALUATION
After oral drill, assign written section B or C, depending on the interests of the class.	Student should begin to show progress in correct construction in composition.
Instruct class to write only within the framework given.	Do not allow translation from English!
Student-teacher conference to discuss composition has been of great value. This gives opportunity for on-the-spot instruction and more lasting results. Make time available for this method!	Check especially agreement of adjectives and use of the imperfect and the preterite.
If student is having difficulty with writing skill, use Beginning to Write Spanish, Kenris (Barron's Educational Books, 1966). This work would be an alternative to writing practice as outlined in this Guide. This, however, should be on an individual basis rather than as a class assignment.	
	Use Unit Test, Capítulo 13, for evaluation.

UNIT II

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	Hablar y Leer, Capítulo 14 Diccionario, p. 284
Reading comprehension	Hablar y Leer, Capítulo 14 Escenas #1-8, pp. 285-290 Report, pp. 295-300 Teacher's Manual pp. 209-219

SPECIAL COMMENTS	EVALUATION
Remember to teach vocabulary as words occur in context. Use games, overhead projectuals, pictures, and objects for quicker learning. Involve students as much as possible.	Student should assimilate new words and make them a part of his active vocabulary.
To encourage reading for information, have students form questions for specific Escenas. (Refer to Teacher's Manual, pp. 164 and 210.) Encourage participation by all students. If students have trouble or insist on translation, give special help in reading with intelligent guessing. If possible, secure film- Una Hacienda Chilena (IFB, Color, 15 min.)- to give additional cultural material on Chile.	Use true-false quizzes, questions, and open-and closed-book procedures to check progress in reading comprehension.

CONCEPT TO BE TAUGHT	REFERENCES
Review: Pronombres: Objetos indirectos y directos	Hablar y Leer pp. 291-293 Workbook in Spanish, Two Years pp. 138-141 (Single object) pp. 142-144 (Double objects) Workbook in Spanish, Three Years pp. 176-184 (Single, double pronouns) Spanish Review Exercises, I-II pp. 13-14 (Indirect-direct) Workbook in Everyday Spanish, Book I p. 57 (Direct) p. 58 (Indirect) pp. 81-83 (Double pronouns) p. 84 (Object of infinitive) Tapes, Hablar y Leer Ejercicios 1-4 Teacher's Manual pp. 215-218 Tapes, El Español Moderno I Drills 104-114

SPECIAL COMMENTS	EVALUATION
INDIVIDUALIZE instruction. Choose from materials those appropriate for use with individual students.	Student should have command of pronouns and be able to use them with ease and facility in both oral and written expression.
Unit exam requires thorough knowledge of this structure.	Use variety of quizzes (oral and written) for diagnosis of individual problems.
Check file for additional drills and overhead transparencies.	

CONCEPT TO BE TAUGHT	REFERENCES
Review: Uso del subjuntivo	*Hablar y Leer* pp. 293-294 *Workbook in Spanish, Two Years* pp. 78-81 (After certain verbs) pp. 82-84 (After impersonal expressions) pp. 85-86 (After certain conjunctions) pp. 87-88 (Indefinite; negative antecedents) *Workbook in Spanish, Three Years* pp. 91-92 (Various uses) pp. 93-98 (Sequence) pp. 99-110 (Various uses) *Spanish Review Exercises, I - II* pp. 58-59 (Sequence) *Workbook in Everyday Spanish, Book II* pp. 73-75 (Formation) pp. 76-78 (Wish, command) pp. 79-80 (Formation, irregular verbs) p. 82 (Emotion) p. 83 (Impersonal phrases) p. 84 (Doubt) p. 85 (Adverbial) p. 86 (Adjectival) pp. 87-88 (General) pp. 90-96 (Imperfect) Teacher's Manual pp. 216-218 Tapes, *Hablar y Leer* Ejercicios 5-6

SPECIAL COMMENTS

If student does not know how to form subjunctive, give special drill.

Choose drills appropriate to needs of individual students.

Unit exam does not require student to employ sequence of tenses. For faster-learning groups, however, it is wise to include this grammatical structure.

Check file for additional material.

EVALUATION

Student should now be proficient in use of subjunctive.

Check oral work to note how "natural" student's use of subjunctive has become.

Use variety of quizzes to ascertain progress.

CONCEPT TO BE TAUGHT	REFERENCES
Writing practice	*Hablar y Leer*, Capítulo 14 p. 301

Give student ample opportunity to practice all four skills!

SPECIAL COMMENTS

Continue student-teacher conferences.

Adapt writing assignments to individual needs. Giving several topics allows for more adaptation to interests of the student.

See Comments, Unit I.

EVALUATION

Student should continue to show progress in writing longer narratives.

Check especially use of subjunctive.

Use Unit Test, Capítulo 14, for evaluation.

UNIT III

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	Hablar y Leer, Capítulo 15 Diccionario, p. 304
Reading comprehension	Hablar y Leer, Capítulo 15 Escenas #1-8, pp. 305-314 Report, pp. 319-322 Teacher's Manual pp. 223-235

SPECIAL COMMENTS	EVALUATION
Continue procedures as in Units I and II. Use pictures, items, or dramatization to insure learning.	Student should demonstrate his assimilation of this material in his active oral participation in class conversations.
Encourage students to read for meaning rather than translation. Continue to give special help in reading techniques as it becomes necessary.	Use variety of quizzes to check on progress in reading skill: 1. True-false 2. Multiple-choice 3. Information search
If possible, use film - Flight to Argentina (Pan-American World Airways)- for background information. (Secure from Harrison Harries, Inc., Hartford-249-5648. Free rental)	

CONCEPT TO BE TAUGHT	REFERENCES
Review: Pronombres: Sujetos Complementos con preposición	Hablar y Leer pp. 315-316 Workbook in Spanish, Three Years pp. 175-176; 178-179 Workbook in Everyday Spanish, Book I p. 7 (Sujetos) pp. 55-56 (Con preposición) Tapes, Hablar y Leer Ejercicios 1-4
Review: Imperativo Mandato	Hablar y Leer pp. 317-318 Workbook in Spanish, Two Years pp. 39-40 (Mandatos) pp. 76-77 (Mandatos, negative commands) pp. 91-92 (Imperativos) Workbook in Spanish, Three Years pp. 110-117 Workbook in Everyday Spanish, Book II pp. 16-20 Spanish Review Exercises, I - II pp. 25-26 (Mandatos) pp. 62-63 Teacher's Manual pp. 232-233 Tapes, Hablar y Leer Ejercicios 5-6 Tapes, El Español Moderno, Book I Drills 141-146 (Imperativos) Drills 148-152 (Negative imperative) Drills 153-156 (Imperative to mandato)

SPECIAL COMMENTS	EVALUATION
Do not take for granted the fact that this material has been well learned earlier. Make certain *all* students have mastery.	Use quiz or written work to determine mastery. Student should use these pronouns with ease and naturalness.
This structure was introduced in Level I (*El Español Moderno*, Book I). In practice, however, drill here is of great importance, since students seem to have difficulty with this structure. We have made distinction between imperativo (used to denote *tú* and *vosotros* forms) and mandato (used for *usted* and *ustedes* forms). Check file for additional materials. Good opportunity for recall of position of object pronouns.	Student should use commands correctly. Check for consistency of use of familiar and formal forms. Check for correct position of object pronouns.

CONCEPT TO BE TAUGHT	REFERENCES
Writing practice	Hablar y Leer, Capítulo 15 p. 323

Continue to stress all four skills!

SPECIAL COMMENTS	EVALUATION
Continue assigning and correcting procedures outlined in Units I and II.	Check command of verb forms for naturalness of expression.
Alternative writing practice Using C, p. 323, have students give directions for a good picnic in the country by employing familiar command forms. This exercise will give additional drill needed for commands.	If you choose alternative writing experience, check use of command forms.
	Use Unit Test, Capítulo 15, for evaluation.

UNIT IV

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	Hablar y Leer, Capítulo 16 Diccionario, p. 326
Reading comprehension	Hablar y Leer, Capítulo 16 Escenas #1-7, pp. 327-333 Report, pp. 338-342 Teacher's Manual pp. 238-248

SPECIAL COMMENTS	EVALUATION
Make certain to use these words in class. Try to involve students in all phases of drill, acting yourself as moderator rather than drill master.	Student should demonstrate his command of a growing vocabulary in his reading, his oral work, and his writing.
Continue to encourage reading for meaning. Give special help when needed. Have students write questions on specific reading assignments and have them ask their questions in class. For slower students you may have to furnish questions to give direction to reading practice.	Use quizzes to check growth in reading skill. Suggestion: Use "Reading Comprehension Practice" in Auditory and Reading Comprehension in Spanish (College Entrance Book Co., 1964)

CONCEPT TO BE TAUGHT	REFERENCES
Review: Formas posesivas	*Hablar y Leer* pp. 334-335 *Workbook in Spanish, Two Years* pp. 117-118 (Possessive adjectives) pp. 119-121 (Possessive pronouns) *Workbook in Spanish, Three Years* pp. 139-145 *Workbook in Everyday Spanish, Book II* pp. 60-61 (Possessive adjectives) pp. 62-63 (Possessive pronouns) Teacher's Manual pp. 244; 246-247 Tapes, *Hablar y Leer* Ejercicios 1-2 Tapes, *El Español Moderno, Book I* Drills 45-48 (Possessive adjectives) Reel 5

SPECIAL COMMENTS

Check file for additional material.

El de, la de, los de, las de construction is not treated here. You may include it if you wish.

Individualize instruction. This is good opportunity to reteach if necessary.

EVALUATION

Student should have facility in using the possessive forms.

Use quizzes and drills to ascertain mastery.

CONCEPT TO BE TAUGHT	REFERENCES
Review: Verbos: Presente y futuro	Hablar y Leer pp. 336-337 Workbook in Everyday Spanish, Book I pp. 121-126 (Future tense) Workbook in Spanish, Two Years pp. 19-21 (Future tense) Workbook in Spanish, Three Years p. 39; Ex. C, D, E, pp. 42-43 Tapes, Hablar y Leer Ejercicios 3-6 Tapes, El Español Moderno, Book I Drills 186-187; 196 198 (Future of probability)

SPECIAL COMMENTS	EVALUATION
This material will give opportunity to review subjunctive as well as future.	Check student's facility with these tenses.
The conjecture and possibility use of future may be new to students.	Check for fluency and pronunciation as well as usage.
It may also be wise to teach the conditional conjecture (past time).	
Check file for additional material.	

CONCEPT TO BE TAUGHT	REFERENCES
Writing practice	*Hablar y Leer*, Capítulo 16 p. 343

SPECIAL COMMENTS	EVALUATION
See Comments, all previous units.	Check use of future tense. Check for current, correct usage and idiomatic expression.
To exercise future forms, change C, p. 343, to indicate a trip to be taken rather than already completed.	
	Use Unit Test, Capítulo 16, for evaluation.

UNIT V

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	Hablar y Leer, Capítulo 17 Diccionario, p. 346
Reading comprehension I	Hablar y Leer, Capítulo 17 Escenas #1-11, pp. 347-357 Teacher's Manual pp. 251-255

SPECIAL COMMENTS	EVALUATION
Make use of drawings, pictures, etc. Use overhead projector.	Student should not only perform well on quizzes, but also show his mastery in conversation, reading comprehension, and writing.
Use a few minutes of each period to review previous vocabulary in quick drill.	
Keep vocabulary drill meaningful.	
Avoid monotony by varying types of drill.	
Note change in cultural emphasis. This chapter begins a quick study of southern Spain.	Student should now read with ease and minimum of dictionary use.
To add to this cultural material, secure, if possible, one of the following films:	
Vistas de Analucía (IFB, Color, 10 min.)	Use Auditory and Reading Comprehension in Spanish (College Entrance Book Co.) for comprehension quizzes.
Costas de España (IFB, Color, 10 min.)	
Check also with Harrison Harries, Inc., Hartford (249-5648), as well as TWA, Constitution Plaza, Hartford, for possible free rental of airline films.	
Reading now is of much longer length. If there are students who are having difficulty, give special help, using easier material.	
Check with Resource Teacher.	

CONCEPT TO BE TAUGHT	REFERENCES
Reading comprehension II	Hablar y Leer, Capítulo 17 "Poema de Mio Cid," pp. 362-366 Teacher's Manual pp. 251; 255-259
Listening comprehension	Tape; El Cid Campeador

SPECIAL COMMENTS	EVALUATION
Give more time here to careful reading. This serves as introduction to more literary style. Students enjoy reading about El Cid. Use the filmstrip and tape: El Cid Campeador (Ancora).	Check student's ability to read this type of narrative.
This is excellent opportunity to tie reading and listening comprehension to visual aids. Use tape for El Cid Campeador for listening comprehension. Check in lab.	Use quiz based on El Cid Campeador to check progress in listening comprehension.

CONCEPT TO BE TAUGHT	REFERENCES
Review: Formas demonstrativas	Hablar y Leer, Capítulo 17 pp. 358-359 Workbook in Spanish, Two Years pp. 122-123 (Demonstrative adjectives) pp. 124-125 (Demonstrative pronouns) Workbook in Spanish, Three Years pp. 146-151 Workbook in Everyday Spanish, Book I pp. 36-38 Teacher's Manual, Hablar y Leer Ejercicio 1, p. 255 Tapes, Hablar y Leer Ejercicio 1 Tapes, El Español Moderno, Book I Drills 64-66 (Reel 6) Tapes, ALM, Level I Reel 14, Drills 7, 8, 9, 10(Unit 11)

SPECIAL COMMENTS	EVALUATION
Check file for additional drills.	Check for accuracy in agreement. Check for distinction between *ese y aquel*.
Individualize instruction - use appropriate drills to reteach where necessary.	Check for accents on demonstrative pronouns.

CONCEPT TO BE TAUGHT	REFERENCES
Review: El pasado y el condicional	Hablar y Leer pp. 359-361 Workbook in Spanish, Two Years pp. 22-24 (Conditional) pp. 78-81 (Sequence of tenses, subjunctive) Workbook in Spanish, Three Years pp. 39-46 (Use of conditional) pp. 93-109 (Subjunctive sequence) Workbook in Everyday Spanish, Book II pp. 65-66 (Use of conditional) pp. 64; 67-69 (Formation of conditional) pp. 90-92 (Imperfect subjunctive form) pp. 93-96 (Use of imperfect subjunctive) Tapes, Hablar y Leer Ejercicios 2-6 Teacher's Manual pp. 255-257

SPECIAL COMMENTS

Sequence of tenses important here.

1. Past followed by conditional
2. Past followed by imperfect subjunctive

Good opportunity to review some uses of the subjunctive.

Check file for additional drills.

Base conditional on future forms of Unit IV.

EVALUATION

Check student's ability to form and use

1. Conditional
2. Imperfect subjunctive.

CONCEPT TO BE TAUGHT	REFERENCES
Writing practice	Hablar y Leer, Capítulo 17 p. 367 El Cid Campeador, Tape

SPECIAL COMMENTS

Remember to conduct individual conferences to call attention to mistakes and afford opportunity for reteaching and relearning.

Alternative (and perhaps preferable) composition:

Summarize the tape

El Cid Campeador:

1. Note-taking from tape (Dictation practice!)
2. Directed composition
3. Lower percentage of error

EVALUATION

Check correctness of

1. Structure
2. Verb forms
3. Idiom

Use Unit Test, Capítulo 17, for evaluation.

UNIT VI

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	*Hablar y Leer*, Capítulo 18 Diccionario, p. 372
Reading comprehension I	*Hablar y Leer*, Capítulo 18 Escenas #1-10, pp. 373-388 Teacher's Manual pp. 262-264

SPECIAL COMMENTS	EVALUATION
Continue to review previous vocabulary. See Comments, previous units.	Evaluate as in previous units.
Make use of filmstrip series El Mundo Hispánico (Buckley). For this unit, use filmstrip #15, Andalucía. For slower groups, use English version of tape; for "A"- track students, use Spanish version. For slower "B" groups, you may have to furnish study-guide questions. Insist on reading for information rather than for translation.	Check student's comprehension by quizzes, oral questions, etc. Use Auditory and Reading Comprehension in Spanish (College Entrance Book Co.) for comprehension quizzes.

CONCEPT TO BE TAUGHT	REFERENCES
Reading comprehension II	Hablar y Leer, Capítulo 18 "El Abencerrase" pp. 393-398 Teacher's Manual pp. 267-268
Review: Comparativas	Hablar y Leer pp. 389-391 Workbook in Spanish, Two Years pp. 126-129 (Comparison of adjectives) pp. 130-131 (Tan...como, tanto ...como) pp. 132-133 (Superlatives) Workbook in Spanish, Three Years pp. 162-164 Workbook in Everyday Spanish, Book II pp. 1-4 (Comparison of adjectives) p. 5 (Adverbs) pp. 6-8 Teacher's Manual pp. 264-267 Tapes, Hablar y Leer Ejercicios 1-3 Tapes, El Español Moderno, Book I Drill 64 (Tan, tanto)

SPECIAL COMMENTS	EVALUATION
Make use of drill on the topic sentence to insure better comprehension. (See Teacher's Manual, p. 253.)	Check comprehension by summarization of paragraphs, key questions, and quizzes.
Furnish question study guide for "B" groups. Check file for prepared material.	
Follow Teacher's Manual.	
Give attention to individual problems with this structure.	Check structure difficulty: *De* before numerals *De* after superlative
Give student who has mastered this structure an opportunity to give help to those who need extra drill.	
Assign lab exercises as needed by individuals.	

CONCEPT TO BE TAUGHT	REFERENCES
Review: Acción durativa estar con gerundio	Hablar y Leer pp. 391-392 Wookbook in Spanish, Three Years pp. 47-50 Workbook in Everyday Spanish, Book II pp. 37, 38; 43-45
Writing practice	Hablar y Leer, Capítulo 18 p. 399

SPECIAL COMMENTS	EVALUATION
Student should assimilate this material easily. It was formally studied in Level I.	Student should be able to use this popular verb form in oral work, recognize it in reading, and use it in his written work.
Check file for additional drills.	
Give constructions with venir, ir and gerundio.	
Stress position of object pronouns. Note new usage: Before estar or attached to gerundio.	
Practice in all tenses.	
Give assignments which vary with individual's ability to write Spanish.	Check correctness of structure, verb form, and idiom.
A short written paragraph well done is better than a lengthy composition filled with errors.	
Continue conferences.	
	Use Unit Test, Capitulo 18, for evaluation.

UNIT VII

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	Hablar y Leer, Capítulo 19 Diccionario, p. 404
Reading comprehension I	Hablar y Leer, Capítulo 19 Escenas #1-9, pp. 405-416 Teacher's Manual pp. 271-272

SPECIAL COMMENTS	EVALUATION
Remember to teach vocabulary in context, as words are encountered in text. See Comments, Units I-VI.	Evaluate as in previous units.
Filmstrip series El Mundo Hispanico (Buckley) #16 Castilla gives background. See comments on use of these filmstrips in Unit VI. Comprehension sometimes is faster if reading selection is coordinated with picture; for example, p. 405, girasol; p. 411, espada.	On these Escenas, check comprehension by using variety of means: 1. After assigning reading as homework, play tape in class. Stop tape at various points, asking questions based on portion played. 2. After student prepares assignment at home, play tape in class. Ask question; then play tape until answer is encountered. 3. Put reading on transparency overlay with questions. Show how question fits answer, etc. 4. Have students correct false statements based on text.

CONCEPT TO BE TAUGHT	REFERENCES
Reading comprehension II	Hablar y Leer, Capítulo 19 "La Vida de Lazarillo de Tormes" pp. 421-426 Teacher's Manual pp. 276-277
Listening comprehension	Tapes, Hablar y Leer Capítulo 19
Writing practice	Hablar y Leer pp. 427 Tapes, Hablar y Leer Capítulo 19

SPECIAL COMMENTS	EVALUATION
Use topic sentences. "B" groups will probably continue to need questions in advance. Use overhead projector to project reading material; use overlay for questions. This technique often helps the slower student to read for understanding instead of translation of each word.	Check student comprehension by questions, true-false quizzes, and paragraph summarization.
Use selected tape sections for lab comprehension drill. 1. Summarization (See Writing Practice below.) 2. Quizzes	Student should demonstrate ability to locate and repeat material heard.
Continue procedures as in previous units. Alternative: Have students take notes from listening comprehension (above) and then write paragraph for summary. Continue to individualize assignments and correct through student-teacher conferences.	Check for correctness in structure, verb forms, and idiom.

CONCEPT TO BE TAUGHT	REFERENCES
Review: Negaciones	Hablar y Leer pp. 417-418 Workbook in Spanish, Two Years pp. 151- 153 Workbook in Spanish, Three Years pp. 193-201 Teacher's Manual pp. 273-274 (Ex. 1-2) Tapes, Hablar y Leer Ejercicios 1-2 Tapes, El Español Moderno, Book I Drill 139 - (Nadie) Drill 140 - (Alguien - nadie) Drill 163 - (Algúno - ningúno) 164

SPECIAL COMMENTS	EVALUATION
Continue to select drills on an individual student basis. Check file for additional drills.	Check student's control of double negative and various negative words.

CONCEPT TO BE TAUGHT	REFERENCES
Review: Tiempos compuestos	Hablar y Leer pp. 419-420 Workbook in Spanish, Two Years pp. 29-34 Workbook in Spanish, Three Years pp. 51-56 Workbook in Everyday Spanish, Book II pp. 22-25 (Present perfect) p. 27 (Pluperfect) p. 28 (Irregular past participles) Teacher's Manual Ejercicios 3-6, pp. 274-275 Tapes, Hablar y Leer Ejercicios 3-6 Tapes, ALM Level I (Spanish) Reel 12, Drills 1-9 (Present perfect)

Remember: All four skills need exercise!

SPECIAL COMMENTS	EVALUATION
Give sufficient drill in all tenses. Review various uses of basic tenses where necessary.	Check for correct use of auxiliary verb and past participle.
Individualize instruction.	Use quizzes, etc.
Recall position of object pronouns with compound tenses.	Check to see that student can go from simple to compound tenses.
	Check position of object pronouns with these compound tenses.
	Use Unit Test, Capítulo 19, for final evaluation.

UNIT VIII

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	Hablar y Leer, Capítulo 20 Diccionario, p. 432
Reading comprehension I	Hablar y Leer, Capítulo 20 Escenas #1-9, pp. 433-447 Teacher's Manual pp. 280-281
Listening comprehension	Filmstrip #17 Madrid Taped commentary

SPECIAL COMMENTS	EVALUATION
This is last of formal dictionary pages. After this, student will be encouraged to write his own dictionary page from teacher source. Continue procedures as in previous units.	Evaluate as in previous units.
Filmstrip series El Mundo Hispanico (Buckley) #17 Madrid gives background. See Comments on use of these filmstrips in Unit VI. Alternatives: 1. Film: Vislumbres de Madrid y Toledo (IFB, Color, 17 min.) 2. Film: Madrid (IFB, Color, 10 min.) Use tape for lab comprehension drill, with and without filmstrip. 1. Summarization and note-taking (See writing practice.) 2. Quizzes	See evaluative procedures, Unit VII.

CONCEPT TO BE TAUGHT	REFERENCES
Writing practice	Taped commentary, #17 Madrid Hablar y Leer pp. 461
Reading comprehension II	Hablar y Leer Don Quijote de la Mancha pp. 453-460 Teacher's Manual pp. 285-286

SPECIAL COMMENTS	EVALUATION
Hablar y Leer, p. 461, is a difficult assignment. Reserve for best students only. For slower students a portion of the tape (#17) may be sufficient. Individualize assignments. Student-teacher conference continues to be of great value.	Check for correctness of structure, verb forms, and idiom.
See Comments, Unit VII. Use selections from tape/filmstrip Don Quijote de la Mancha, Parts I and II, for further work or re-emphasis. Do not attempt all of tapes unless class can afford the time. Check for possible coordination with other sections of Spanish.	Continue previous evaluative procedures.

CONCEPT TO BE TAUGHT	REFERENCES
Review: Pronombres reflexivos	Hablar y Leer pp. 448-450 Workbook in Spanish, Two Years pp. 41-45 Workbook in Spanish, Three Years pp. 63-68 Spanish Review Exercises I - II pp. 27-28; 76-77 Workbook in Everyday Spanish, Book I pp. 66-71 Workbook in Everyday Spanish,Book II p. 35 (Reflexive as substitute for passive) Teacher's Manual pp. 282-283 Tapes, Hablar y Leer Ejercicios 1-4 Tapes, El Español Moderno, Book I Drills 37-44 Tapes, ALM Spanish, Level I Reel 19 - Drills 1-4

SPECIAL COMMENTS	EVALUATION
Select drills on basis of individual need.	Check student's control of position and correctness of reflexive form.
Check file for additional drills.	

CONCEPT TO BE TAUGHT	REFERENCES
Verbs: Voz pasiva	*Hablar y Leer* pp. 450-451 *Workbook in Spanish, Two Years* pp. 65-66 - (Passive) pp. 67-69 - (Reflexive for passive) *Workbook in Spanish, Three Years* pp. 65; 74-81 *Workbook in Everyday Spanish, Book II* pp. 31-34 Teacher's Manual pp. 283-285 Tapes, *Hablar y Leer* Ejercicios 4-6

SPECIAL COMMENTS	EVALUATION
For some students this may be first exposure to formal study of voz pasiva.	Check for student's control of verb and agreement of past participle, as well as substitute reflexive se with singular or plural verb.
Make distinction between reflexive construction and pure passive.	
	Use Unit Test, Capítulo 20, for final evaluation.

SPECIAL NOTE

It would seem wise at this point for the teacher to become familiar with the format and suggested procedures for the text Leer, Hablar y Escribir, which is the basis for Units IX, X, and XI.

Especially recommended are pages ix to xvi, Teacher's Manual, Espanol: Leer, Hablar y Escribir. The suggestions for time allotments, however, may not be valid, as we are using this text at the end of Level III rather than at the beginning.

While of necessity this Guide has had to be written in an outline form, indicating specific skills or structures to be taught and the means of arriving at the desired result, it is not intended that each of these indicated skills or structures should be taught in isolation from the others. They all must be part of the whole. The teacher, therefore, must decide the order in which they are to be taught for each class. It is not expected that any two classes or any two teachers would arrange the materials in the same order.

Once the teacher in his planning has decided on the proper arrangement for his class, he then must further decide on the specific assignments for individuals within the larger class group. He must have a variety of materials and techniques available at all times.

UNIT IX

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	All reading assignments, Numero Uno, Leer, Hablar y Escribir
Listening comprehension and speaking practice	Leer, Hablar y Escribir pp. 2,4,5,6

SPECIAL COMMENTS	EVALUATION
At this point teacher should select words for definition either by furnishing list to the student or by dictating as part of classroom procedure. In any event, the student should be urged to create a dictionary page for each unit. In addition to the particular words indicated by the teacher, the student should be required to add to his list common words which he has had to look up in a dictionary. Stress word-family groups; ie., tierra - aterrizar - (aterrizó). Stress suffixes; ie., vender - (vende) - vendedor. (-dor = el que, etc.)	By means of quizzes, check student on material common to all members of the class. Check student notebooks for individual work.
"Cortesía del Teléfono," p. 6, will evoke a great amount of student-initiated conversation. It has not been necessary to structure the conversation according to the patterns given in the text beginning at p.291. Slower groups, however, may need this guide for discussion. Teacher may choose from the taped materials those which best fit the individual needs of the class. (See pp. 37-41, Teacher's Manual.)	Continue to check students for 1. Correct pronunciation 2. Correct intonation 3. Correctness of idiom

CONCEPT TO BE TAUGHT	REFERENCES
Reading comprehension	Leer, Hablar y Escribir pp. 2-13; 25-32

SPECIAL COMMENTS

Teacher should feel free to select articles for intensive and for casual reading according to the tastes of the class. The Teacher's Manual gives suggestions for articles which lend themselves best for intensive work.

"Cuando las Nubes Cambian de Nariz," pp. 14-24, should be reserved for use at a later date. Student enjoyment of the play is greater when all three acts are read as one unit.

Slower groups will need the aid of questions. The file on this Número contains projectuals of questions and answers which can be used to train students in the technique of search for correct answers if this technique has not been mastered.

It is suggested that grammatical structure be learned and relearned in the context of this reading comprehension.

EVALUATION

With the switch to this new text, check carefully to make certain that student is

1. Reading for information.
2. Associating new words with words already learned.
3. Noting tense structure for full meaning.

CONCEPT TO BE TAUGHT	REFERENCES
Structure recall and drill Uses of preterite and imperfect tenses	Leer, Hablar y Escribir pp. 291-296; 298 Charlar Repasando pp. 81-83 Modern Approach to Spanish, Grammatical Drills, pp. 202-204 (Preterito) pp. 220-223 (Imperfecto) p. 483, drill 5
Writing practice	Leer, Hablar y Escribir pp. 291-296; 298

SPECIAL COMMENTS	EVALUATION
This is recall of material presented in Level II course and drilled in Unit I of this Level III course. See Unit I for additional references and comments. Exercise I, p. 295, "Rumbo al Mundial de Chile" (Leer, Hablar y Escribir), also requires recognition of future forms and provides good review. Note that this is a logical point to begin review of structure for final exam.	Provide students with statements with infinitives to be converted to imperfecto or preterito, according to meaning and usage.
Use the various written exercises as necessary to improve writing skill. Some students may be assigned a summarization composition of a particular article, or an interview newspaper article based on one of the reading assignments.	Check for correct use of preterito and imperfecto. Continue to check for correct idiom, spelling, and indication that student is "thinking" in Spanish. Begin to check for style.
	Use Número Uno Exam for final evaluation of unit.

UNIT X

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	All reading assignments, Numero Dos, Leer, Hablar y Escribir.
Listening comprehension and speaking practice	Leer, Hablar y Escribir pp. 34, 38, 40, 44, 58; 42-43
Reading comprehension	Leer, Hablar y Escribir pp. 33-44; 56-64

SPECIAL COMMENTS	EVALUATION
Continue to build vocabulary by using suggestions in Special Comments, Unit IX.	Check student notebooks for accuracy and evidence of an awareness of importance of independent study and responsibility.
"Cortesía de Tratamiento,"pp.42-43, will provide much material for class group discussion. Chose from taped materials those which are best fitted for the individuals in the class. (See Teacher's Manual, pp. 66-68)	Check students for 1. Correct pronunciation 2. Correct intonation 3. Correctness of idiom
Reserve Act II, "Cuando las Nubes Cambian de Nariz," for Level IV. Teacher's Manual, p. 42, has recommendations for use of the reading selections. These have been valid. You may wish to switch emphasis, however, making use of student interest. Continue to give special individual attention in aiding student to gain progress in this important skill.	Use variety of quizzes and cuestionarios to check student progress in reading comprehension. Use selections from Auditory and Reading Comprehension in Spanish for further check of comprehension.

CONCEPT TO BE TAUGHT	REFERENCES
Structure recall and drill Demonstratives	Leer, Hablar y Escribir pp. 299-302; 303-304 Charlar Repasando pp. 109-110 Tests and Drills in Spanish Grammar pp. 26-28 (Demonstrative adjectives Modern Approach to Spanish Grammatical Drills, pp. 29-31;34-36
Command forms	Leer, Hablar y Escribir pp. 299-302 303-304 Charlar Repasando pp. 71-72 (Tú) 81-83 (Vd.) Tests and Drills in Spanish Grammar pp. 187-191 Modern Approach to Spanish pp. 94-97 (2. Command forms) pp. 99-101 (Drills 2-7)

SPECIAL COMMENTS	EVALUATION
This is recall of material presented in Levels I and II and drilled in Unit V of this Level III course. See Unit V for additional references and comments. This continues formal review for final exam. Repeat tapes listed for this grammatical structure in Unit V for those students needing such drill.	Check to make certain that student has mastered meaning of *este*, *ese*, and *aquel*, as well as their pronoun counterparts.
This is recall of material presented in Levels I and II and drilled in Unit III of this Level III course. See Unit III for additional references and comments. Repeat tapes listed in Unit III as necessary for individualized instruction.	Check student's control of 1. Position of object pronouns 2. Negative forms 3. Special irregular *tú* forms

CONCEPT TO BE TAUGHT	REFERENCES
Writing practice	Leer, Hablar y Escribir pp. 299-302; 303-304

SPECIAL COMMENTS	EVALUATION
Exercises in Leer, Hablar y Escribir help in building writing skills for slower students. If the individual has mastered these techniques, the teacher may desire to assign a summary topic.	Continue to check for style.
Continue student-teacher conferences as an aid to better understanding on the part of the student as to why he has written in error or why he is correct.	
	Use Número Dos Exam for final evaluation of unit.

LEVEL IV

SPANISH LEVEL IV

INTRODUCTION

LEVEL IV represents the second of two segments of the Intermediate Phase of learning Spanish. As in all levels of instruction, we involve and practice all four of the skills. We must, at this level, begin to draw all four of these skills into one cohesive unit which can then be called competence in the target language.

In line with the basic philosophy of the Department of Foreign Languages, we must constantly strive to individualize instruction. Usually, there is less divergence in ability on the part of the students at this level of instruction. This fact sometimes gives the teacher the false impression that all students may progress at the same rate of learning. On the contrary, there must be even more attention to individual needs.

"Culture" cannot be taught separately from the language. The language is but one aspect of "culture" and is one of the media through which the customs, literature, psychological make-up, and daily life are expressed. Where a divergence of understanding exists on the part of the students, the teacher must attempt to clarify, making use of his own knowledge and acquaintance with the people who use Spanish as their means of communication. It is through the study of language that world understanding can be improved. The classroom must become a "cultural island" in foreign seas.

The Level IV Guide is composed of eight basic units, with four additional units from which the teacher may choose material appropriate for his class. It is hoped that our teachers will be adventurous enough to attempt the teaching of two or more of these additional units concurrently, breaking the basic class grouping into several smaller groups of students according to ability and interest.

CLASSROOM TECHNIQUE

While traditional classrooms have been oriented on the basis of one assignment for all students, it is hoped that, in understanding the principles of the ungraded program of foreign language instruction, the teacher realizes that there usually will be many assignments and many things "going on" in the classroom at the same time.

Some students will need more time in drill or preparation in any one basic skill than others. It is at this point that the teacher must capitalize on the differences in individuals by making each moment in class meaningful and appropriate. In any one class session we may expect to find some students working on reading comprehension while others are preparing oral topics (having already completed the work in reading), and still others are working on written drills.

REFERENCE BOOKS FOR SPANISH-LEVEL IV

Basic Texts:

Leer, Hablar y Escribir, Keesee, La Grone and O'Connor, Holt, Rinehart and Winston, New York, 1963

Teacher's Manual for above.

Graded Spanish Readers, Book Five, La Gitanilla, Miguel de Cervantes Saavedra, Abridged and Edited by Carlos Castillo and Colley F. Sparkman, D. C. Heath and Company, Boston, 1937

El Frijolito Saltón, Arturo Torres-Ríoseco, D. C. Heath and Company, Boston, 1953

La Rana Viajera, Julio Camba, D. C. Heath and Company, Boston, 1928

La Zapatera Prodigiosa, Federico García Lorca, Editorial Losada, S.A., Buenos Aires, 1944

Teacher's Reference Books:

Charlar Repasando, Nason and Campbell, Oxford, New York, 1951

Modern Approach to Spanish, Agard, Holt, Rinehart and Winston, New York, 1964

Tests and Drills in Spanish Grammar, Angel and Dixson, Regents Publishing Company, 1955 (formerly Latin American Institute Press)

Workbook in Spanish, Book II, Andujar and Dixson, Regents Publishing Company, New York, 1958 (formerly Latin American Institute Press)

Spanish Review Exercises, I-II, Phyllides, Educators Publishing Service, Cambridge, Mass., 1961

Records:

Circling the Globe with Speech: Spanish Vol. 1, Wilmac CGS 101, Pasadena, 1954

"A los Toros," GMS-Disc 7110, Playette Corporation, New York 1964

"Juan Ramón Jiménez Reading His Poetry," Caedmon TC 1079, Caedmon Records, New York, 1961

Sound Filmstrips:

Pintores Españoles e Hispanos, Audio Lingual Educational Press, Smithtown, New York

El Mundo Hispánico (18 filmstrips), Peter Buckley, Holt, Rinehart and Winston, New York, 1963

Christmas Songs in Spanish, (A847-3), Society for Visual Education, Chicago

Tapes:

Leer, Hablar y Escribir, Holt, Rinehart and Winston, 1963

La Gitanilla, ST 3.75 ips., Educational Audio Visual, Inc., New York, 1965

Four Tests on La Gitanilla, 1-T, 3.75 ips., Educational Audio Visual, New York, 1965

El Frijolito Saltón, Arturo Torres-Ríoseco, EMC Corporation, St. Paul, Minnesota, 1968

Filmstrips:

El Arbol de Navidad, Editions Filmostat, Gessler Publishing Co., New York

La Pequeña Vendedora de Fósforos, Editions Filmostat, Gessler Publishing Co., New York

UNIT I

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	Leer, Hablar y Escribir pp. 14-24 pp. 45-55 pp. 75-80
Listening comprehension and speaking practice	Leer, Hablar y Escribir pp. 14-24 pp. 45-55 pp. 75-80

SPECIAL COMMENTS	EVALUATION
We have brought together the three acts of "Cuando las Nubes Cambian de Nariz" as one teaching unit. Teacher should select vocabulary items which should be learned by student as "new" vocabulary. Caution: Students often cultivate the habit of learning only those words which have been given to them by the teacher. Make certain that they are filling in gaps in their own vocabulary. Include review words in your drills.	Check student notebooks for vocabulary items and correct Spanish definitions. Use quizzes as teaching tools as well as "check-ups." Include a sufficient number of words other than "new" vocabulary in your quizzes.
Students enjoy taking parts and acting out selected scenes of this play. Scenes can be selected which may be presented for other advanced class groups. Recorded material is found in Program A, Issue 1 (part of first scene, first act); Program A, Issue 2 (part of the first scene, second act); Program A, Issue 3 (part of the first scene, third act); Program B, Issue 3 (second scene, third act to end of play).	Check for naturalness in intonation and pronunciation.

CONCEPT TO BE TAUGHT	REFERENCES
Reading comprehension	Leer, Hablar y Escribir pp. 14-24 pp. 45-55 pp. 75-80 Teacher's Manual pp. 27-29 pp. 58-59 pp. 72-73

SPECIAL COMMENTS	EVALUATION
Teacher should divide material into assignments which can be handled easily by the class. This material serves as a review after a two-month hiatus in the study and practice of Spanish.	Check student's ability to guess intelligently. Use word-family groups.
Consult Teacher's Manual, pp. 25-27, for background on author.	
Teacher's Manual pp. 27-29 pp. 58-59 pp. 72-73 gives suggestions and guide for special teaching techniques.	
Consult individual student scores on MLA Foreign Language Achievement Tests, Spanish - Reading Comprehension, which are on file in the foreign language office and resource center, so that you may be better acquainted with individual student's ability and progress in the skill.	

CONCEPT TO BE TAUGHT	REFERENCES
Structure recall and drill	**Leer, Hablar y Escribir**
Verb tenses	pp. 14-24 pp. 45-55 pp. 75-80
Writing practice	

SPECIAL COMMENTS	EVALUATION
According to needs of the individuals in the class, review the basic tenses through the reading material.	Check to see that the basic tenses are firmly established as patterns.
When necessary, drill forms of basic tenses, using substitution or singular-plural types of drill.	
Have students write a résumé of a play or a character sketch of one of the important characters in the play. Furnish student with a writing guide either by questions or partial statements which are to be completed.	Check to ascertain control of the verb forms.
Conduct a student-teacher conference to reread résumé. Make note of errors; suggest sources of help for serious errors.	
	Use Exam, Cuando las Nubes Cambian de Nariz, for final evaluation of this unit.

UNIT II

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	All reading assignments, Número Tres, Leer, Hablar y Escribir
Listening comprehension and speaking practice	Teacher's Manual pp. 76-79 (Contents of the Tape Programs) Pintores Españoles e Hispanos (filmstrip and tape)

SPECIAL COMMENTS	EVALUATION
Check Teacher's Manual, Issues 1 and 2, for guides to assigning vocabulary items. Teacher should select words for definition by the student either by furnishing list to the student or by dictation as part of classroom writing drill. The student should be urged to create a dictionary page in his Spanish notebook. In addition to the words indicated by the teacher, the student should be required to add to his list common words which he has had to look up in a dictionary.	Check student notebooks for vocabulary work. Check for accuracy of Spanish definition.
Pick those segments of the Tape Programs which are best suited to the needs of the class. Use the questionnaire segments for those students who are having difficulty with finding answers to questions. Use Pintores Españoles e Hispanos for lab drill.	Check student's ability to reproduce correctly intoned and pronounced statements.

CONCEPT TO BE TAUGHT	REFERENCES
Reading comprehension	Leer, Hablar y Escribir pp. 66-74 pp. 81-96
Structure recall and drill	Leer, Hablar y Escribir
Pronouns	pp. 305-309 Charlar Repasando pp. 68-70 Modern Approach to Spanish pp. 67-70 pp. 71-72 (Exercises 5, 6) Tests and Drills in Spanish Grammar pp. 42-57
Writing practice	Leer, Hablar y Escribir pp. 305-309

SPECIAL COMMENTS	EVALUATION
Consult Teacher's Manual, p. 70, for suggested material for intensive, semi-intensive, and limited treatment. Continue stress on intelligent guessing, word families, and topic sentences. When necessary, furnish question study guide to individual students. Explain to the others that the guide may slow the reading speed that they already have, and that the study guide in no way will give the slower readers an advantage in grading.	Use true-false or multiple-choice quizzes to check reading comprehension.
Use drills on pronouns, Leer, Hablar y Escribir, pp. 305-309, as basis for determining need for additional individual drill. Consult Unit II, Level III, for additional references, tapes, and drills.	Check student control of pronouns: 1. Direct object 2. Indirect object 3. Position of object pronouns (regular, compound tenses, and infinitives) Use quizzes and material in basic text.
Select drills from this part of text on an individual basis to meet needs of student in building writing skill. See special cultural notes following. Continue the procedure of individual conferences with students for correction of written work.	Check for correctness in writing.

CONCEPT TO BE TAUGHT	REFERENCES
Special cultural notes	

SPECIAL COMMENTS

Secure from the Art Department slides of the major works of Velásquez. These can be used with the reading, pp. 86-87.

Contact the Art Department for possible help in further development of the material on pp. 92-93.

Use the filmstrip and tape Pintores Españoles e Hispanos either as laboratory drill or for individuals as special project on which they can write a summary as alternative to writing practice above.

EVALUATION

Use Exam, Número Tres, for final evaluation of this unit.

UNIT III

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	All reading assignments, Número Cinco, Leer, Hablar y Escribir
Listening comprehension and speaking practice	Teacher's Manual, pp. 104-107 (Contents of the Tape Programs)
Reading comprehension	Leer, Hablar y Escribir. pp. 130-160 Teacher's Manual pp. 93-104

SPECIAL COMMENTS	EVALUATION
Continue procedures outlined in Units I and II. See file for suggested vocabulary for "Pulsera de Esmeraldas" and "Juan Belmonte."	Check accuracy of definition and evidence of additions to notebook of words other than those indicated by teacher.
Continue to use the questionnaire segments for those students who are still having difficulty with answers to oral questions based on the reading.	Give true-false quiz on the Circling the Globe with Speech recording.
Use recording Circling the Globe with Speech: Spanish Vol. 1; Side 1, Band 3, Mexico City, Mexico.	Check student for correctness of intonation and pronunciation.
Consult Teacher's Manual, p. 93, for suggested material for intensive, semi- intensive, and limited treatment.	Check for evidences of improvement in reading skills. Use quizzes, questionnaires, and topic sentences.
Although listed for limited treatment, "La Pulsera de Esmeraldas" and "Juan Belmonte" have proven to be of high-interest level and may well be treated intensively.	
Students usually are keenly interested in the comparative articles on Cervantes and Shakespeare. Check with English Department for possible cooperative teaching.	
Consult Teacher's Manual for special notes; check file for special material available for class presentation.	

CONCEPT TO BE TAUGHT	REFERENCES
Structure recall and drill	Leer, Hablar y Escribir
Adjectives (agreement)	pp. 315-318
	Leer, Hablar y Escribir
	p. 316 (134.I) p. 317 (141)
	Charlar Repasando
	pp. 59-60 (B)
	Modern Approach to Spanish
	pp. 34-35 (E)
Verb forms:	Leer, Hablar y Escribir
Past tenses: first person to third Subjunctive: present and imperfect	p. 317 (136, 137-139, 140-141)
	Charlar Repasando
	pp. 81-83 (Preterito) pp. 144-148; 156-160 (Present subjunctive) pp. 180-183 (Adverbial clauses) pp. 200-202 (Adjectival clauses)
	Modern Approach to Spanish
	pp. 376-386 (Present subjunctive) pp. 399-401 (Present subjunctive) pp. 412-420 (Imperfect subjunctive)
	Tests and Drills in Spanish Grammar
	pp. 153-173 (Uses of subjunctive)
Writing practice	Leer, Hablar y Escribir
	pp. 315-318

SPECIAL COMMENTS	EVALUATION
Use p. 316 (134.I) as basis for determining need for additional individual drill. Consult Unit I, Level III, for additional references, tapes, and drills for individual student use.	Student should now have control of agreements.
Additional references and comments may be found as follows: Preterite: Unit IX, Level III Subjunctive: Sequence: Unit VI, Level III Use: Unit II, Level III Use this opportunity for offering students practice in the areas in which they are deficient. One cannot understand the Spanish mentality if he does not understand the subjunctive! Another opportunity for study of subjunctive will be presented in Unit V.	Student should have facility in conversion from third to first person. This is the normal speech pattern. Use of subjunctive should now be natural and not forced. Absence of subjunctive form in normal speech and writing indicates a serious problem for the student in becoming fluent.
Select drills from this part of text on individual basis to meet needs of student in building writing skill. Continue the all-important student-teacher conference for critique of writing.	Check for correctness and style.

CONCEPT TO BE TAUGHT REFERENCES

Special cultural notes

SPECIAL COMMENTS

Use recordings

"The Day Manolete Died"
"A los Toros"

for additional material on the Corrida de Toros.

If you have access to movies or slides of the Corrida, use them to add a new dimension to this unit. (Use in conjunction with "Juan Belmonte.")

Secure recordings of
La Sinfonía India (Carlos Chávez)

to use with the material on page 134. (Consult Music Department for help.)

"Mi Bella Dama" ("My Fair Lady") may give you a point of comparison when you are discussing theater with the class. (Do not attempt to use all parts of this, as it will be used again in Level V.)

Check card catalog in school library for reference material on Corrida de Toros.

EVALUATION

Use Exam, Número Cinco, for final evaluation of this unit.

UNIT IV

(This unit is best taught immediately preceding the Christmas vacation.)

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	All reading assignments, Número Cuatro, Leer, Hablar y Escribir
Listening comprehension and speaking practice	Teacher's Manual pp. 89-92 (Contents of the Tape Programs) Christmas Songs in Spanish (A847-3) SVE - Filmstrip and recording

SPECIAL COMMENTS	EVALUATION
Continue procedures as outlined in previous units. See file for special vocabulary sheets on Christmas articles.	Check student on mastery of new words and check notebooks for accuracy and new additions.
Continue to use the questionnaire segments for those students who are still having difficulty with answers to oral questions based on the reading.	Check student for correctness of pronunciation.
Use the filmstrip and recording Christmas Songs in Spanish (A847-3) for choral singing and for background for La Posada. Intonation is aided through singing.	
Have students dramatize "Juan Quinto," pp. 124-125. This lends itself well to dialogue drill.	

CONCEPT TO BE TAUGHT	REFERENCES
Reading comprehension	Leer, Hablar y Escribir pp. 98-128 Teacher's Manual pp. 80-89
Structure recall and drill	Leer, Hablar y Escribir
Adjectives (agreement)	pp. 310-314 Leer, Hablar y Escribir p. 311 (98; 99) p. 312 (101-102)
Imperfecto - preterito	Leer, Hablar y Escribir p. 311 (100II) p. 312 (107)

SPECIAL COMMENTS	EVALUATION
Consult Teacher's Manual, p. 80, for suggested methods of treatment of material. Teacher should feel free to change the depth of treatment according to the needs and interests of the class. "Juan Quinto," pp. 124-125, is of particular interest to the students. Consult Teacher's Manual for special notes; check file for special material available for class presentation.	Use quizzes, questionnaires, and summaries to check progress in reading skills.
Continue stress on adjectives for those individuals who have not yet mastered this grammatical pattern. See Unit III for special references.	Agreement of adjectives and nouns should be natural and almost spontaneous at this point of study.
Use drills in text as necessary to reinforce learning of differences between preterite and imperfect. See Unit IX, Level III, for additional references, tapes, and comments. Remember to individualize instruction.	Give passage in present and have student write in past time. Check for accuracy in use of preterite and imperfect.

CONCEPT TO BE TAUGHT	REFERENCES
Writing practice	Leer, Hablar y Escribir pp. 310-314
Special cultural notes	

SPECIAL COMMENTS

Select assignments from these writing drills on individual-need basis.

These writing drills will be concurrent with structure recall and reading.

Remember that we are now striving for competency in the language and we must teach all four skills concurrently.

Continue the all-important student-teacher conference for critique of writing.

Use one of the following filmstrips for additional cultural material on Navidad:

La Pequeña Vendedora de Fósforos

El Arbol de Navidad.

Have several girls prepare the recipes on p. 107 and serve the food to the class. Experiencing these two Christmas customs adds another dimension to reading comprehension.

EVALUATION

Check for correctness and style.

Check especially use of preterite and imperfect.

Use Exam, Número Cuatro, for final evaluation of unit.

UNIT V

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	All reading assignments, Número Seis, Leer, Hablar y Escribir
Listening comprehension and speaking practice	Teacher's Manual pp. 115-118 (Contents of the Tape Programs) Leer, Hablar y Escribir pp. 176-177 "Cortesía en las Tiendas"

SPECIAL COMMENTS	EVALUATION
Continue procedures as outlined in previous units. See file for special vocabulary sheets. Emphasize weather expressions. Do not forget to drill previous vocabulary to keep it current.	Check student notebook for evidences of additions to dictionary page. Use quizzes to check for mastery of new words. Include several from earlier vocabulary study.
Select from Tape Programs materials which are of interest and of need. Continue to select on an individual-need basis. Page 320 (166-167I) presents excellent opportunity for oral report. For a skit, have selected students follow p. 321 (176-178III). (Based on "Cortesía en las Tiendas."	Continue to insist on correctness of pronunciation and intonation.

CONCEPT TO BE TAUGHT	REFERENCES
Reading comprehension	Leer, Hablar y Escribir pp. 161-192 Teacher's Manual pp. 108-115
Structure recall and drill Subjunctive Negatives and indefinites Por/para	Leer, Hablar y Escribir pp. 319-322 Tests and Drills in Spanish Grammar pp. 93-96 Modern Approach to Spanish pp. 238-240; 242-243 (8a,b,c) Charlar Repasando pp. 119-123 Modern Approach to Spanish pp. 292-293; 296 (2) Workbook in Everyday Spanish, Book II pp. 48-49 Tests and Drills in Spanish Grammar pp. 136-140

SPECIAL COMMENTS	EVALUATION
Consult Teacher's Manual, p. 108, for suggestions on treatment of this reading material. Teacher should feel free to change the depth of treatment according to the needs and interests of the class. "Julio Camba," p. 188, has proven to be a high-interest article. It can serve as an introduction to later reading of the *Rana Viajera* unit. Continue to guide reading comprehension with instruction in the technique of topic sentences, intelligent guessing, word-family groups, and the use of prefixes and suffixes.	Use quizzes, questionnaires, and summaries to check progress in reading skills.
This is general review of subjunctive mood. Refer to references and comments, Unit III, Level IV.	Check student for natural use of the subjunctive in his spoken and written work.
See Level III, Unit VII, for additional references and comments for the use of negatives and indefinites.	Check student control of negative forms as compared to their affirmative counterparts.
The Teacher's Manual does not indicate that *por* and *para* are being reviewed. *Leer, Hablar y Escribir*, p. 320 (164-165II), asks students to locate ten examples of use of *por*. This is excellent opportunity for general review.	Student should demonstrate his awareness of the different uses of *por* and *para*.

CONCEPT TO BE TAUGHT	REFERENCES
Writing practice	*Leer, Hablar y Escribir* pp. 319-321
Special cultural notes	

SPECIAL COMMENTS	EVALUATION
Select assignments on individual-need basis from these writing drills.	Check for correctness of structure.
Continue the student-teacher conference for discussion of writing.	Continue to check for individual style in writing.
Use the filmstrip and tape Chile, #11, The Hispanic World for additional background material on Chile.	
	Use Exam, Número Seis, for final evaluation of unit.

UNIT VI

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	All reading assignments, Número Siete, Leer, Hablar y Escribir
Listening comprehension and speaking practice	Teacher's Manual pp. 131-135 (Contents of the Tape Programs) Leer, Hablar y Escribir pp. 323-326
Reading comprehension	Leer, Hablar y Escribir pp. 193-224 Teacher's Manual pp. 119-131

SPECIAL COMMENTS	EVALUATION
Check file for special vocabulary sheets.	Check student notebooks for accuracy in word definition and for evidences of an awareness of continual learning of new words.
Continue to drill previous word entries.	
Involve students in both phases of drill, definition and word.	Use quizzes and oral drills.
Try to individualize listening comprehension drill by selection of materials from the Tape Programs on individual-student basis.	Continue to check student for intonation and pronunciation.
Materials in exercises, *Leer, Hablar y Escribir*, pp. 323-326, present many opportunities for oral reports. Class time may be given for preparation by individuals.	
Consult Teacher's Manual, p. 119, for suggestions on depth of treatment. Continue to adjust this Guide in accordance with needs and interests of the class.	Use quizzes, questionnaires, and summaries to check progress in reading skills.
Ibañez's "La Pared" is of particular interest to the students. "El Río Lauca" may be lacking in interest.	

CONCEPT TO BE TAUGHT	REFERENCES
Structure recall and drill	Leer, Hablar y Escribir
Imperfect and preterite tenses, review	pp. 323-326
Command forms (Mandatos, Vd.), review	Charlar Repasando pp. 81-83 Modern Approach to Spanish pp. 94-97 pp. 99-101 Tests and Drills in Spanish Grammar pp. 187-191 Leer, Hablar y Escribir p. 325 (202-204I)
Present participle (gerundio), review	Modern Approach to Spanish pp. 113-114; 116; 119

SPECIAL COMMENTS	EVALUATION
This is a general review of these basic past tenses. Refer to References and Comments, Unit IV, Level IV.	Check for accuracy in use of imperfect and preterite tenses and forms.
This is recall of material presented in Levels I and II and drilled in Units III and X of Level III. See Units III and X, Level III, for additional references and comments.	Check student control of 1. Position of object pronouns 2. Negative forms 3. Irregular tu forms
Repeat tapes listed in Unit III, Level III, as necessary for individual students.	
Review familiar forms as well. You can accomplish this drill by having student write Leer, Hablar y Escribir, p. 325 (202-204I), in both familiar and Vd. forms.	
See References and Comments, Unit VI, Level III.	Check student control of this structure. It should be normal and not forced.
SPECIAL COMMENT: Use exercises, Leer, Hablar y Escribir, pp. 215-217, for an interesting review of adjectives. Students enjoy this particularly since it is a lesson for Spanish-speaking students rather than for "foreigners."	

CONCEPT TO BE TAUGHT	REFERENCES
Writing practice	*Leer, Hablar y Escribir* pp. 323-326
Special cultural notes	

SPECIAL COMMENTS	EVALUATION
Continue to individualize assignments.	Check for correctness of structure.
Continue student-teacher conferences for critique of writing.	Check for individual style in writing.
Use *Leer, Hablar y Escribir*, pp. 206-211, to introduce as much cultural material as possible.	
	Use *Exam, Número Siete*, for final evaluation of unit.

UNIT VII

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	All reading assignments, Número Ocho, Leer, Hablar y Escribir
Listening comprehension and speaking practice	Teacher's Manual pp. 148-151 (Contents of the Tape Programs) Leer, Hablar y Escribir pp. 327-330
Reading comprehension	Leer, Hablar y Escribir pp. 225-256 Teacher's Manual pp. 136-148

SPECIAL COMMENTS	EVALUATION
Check file for special vocabulary sheets.	Continue evaluative procedures as in previous units.
Remember to make vocabulary drill meaningful.	
Vocabulary must be related to all four skills and exercised in relation to them, not in isolation.	
Continue to give listening drill on an individual-need basis.	Check intonation and pronunciation.
Use appropriate drills from _Leer, Hablar y Escribir_, pp. 327-330, for oral reports.	
Consult Teacher's Manual, p. 136, for suggestions as to depth of treatment of each reading assignment. Continue to adjust this Guide in accordance with the needs and interests of the class.	Use quizzes, questionnaires, and summaries to check progress in reading skills.
You may wish to do study in depth with selected students on "Platero y Yo" by Jiménez. Check library for materials.	
Feel free to eliminate articles of low interest or value.	

CONCEPT TO BE TAUGHT	REFERENCES
Structure recall and drill	*Leer, Hablar y Escribir*
Adjectives, review	pp. 327-330
Verb forms, general review	*Spanish Review Exercises, I-II*
	pp. 23-24; 56-67; 76-77
Writing practice	*Leer, Hablar y Escribir*
	pp. 327-330
Special cultural notes	

SPECIAL COMMENTS	EVALUATION
See References and Comments of Units III and IV, Level IV.	Check student for command of agreement of adjectives.
Diagnose weaknesses on the part of individual students and assign drills as necessary. Pay special attention to command forms and the subjunctive.	Student should use correct forms according to grammatical structure. He should be able to create the correct form from an infinitive on a mixed-item (multiple-tense) quiz.
Choose and assign individual writing drills from these exercises which will aid in increasing writing skills.	Continue evaluative procedures as in earlier units.
Use filmstrip #2, *Mexico*, *The Hispanic World*, for background material on Mexico. Use filmstrip #13, *Uruguay*, *The Hispanic World*, for background material on Uruguay. Use record "Juan Ramón Jiménez Reading His Poetry" for further work on Jiménez.	
	Use *Exam, Número Ocho*, for final evaluation of unit.

UNIT VIII

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	All reading assignments, Número Nueve, Leer, Hablar y Escribir
Listening comprehension and speaking practice	Teacher's Manual pp. 163-166 (Contents of the Tape Programs) Leer, Hablar y Escribir pp. 330-331

SPECIAL COMMENTS	EVALUATION
Check file for special vocabulary sheets.	Continue evaluative procedures as in previous units.
See Comments, Unit VII.	
Continue to give listening drill on an individual-need basis.	Check intonation and pronunciation.
Adapt exercises for oral work.	
Radio summarizations for 262-263 are of special note.	
Students may also be asked to create one-to two-minute "spot" announcements for travel agencies. Students should base their announcements on the reading material.	
Dramatization of anecdotes in Cortesía en los Viajes, pp. 272-274, proves to be of interest to students.	

CONCEPT TO BE TAUGHT	REFERENCES
Reading comprehension	*Leer, Hablar y Escribir*
	pp. 257-288
	Teacher's Manual
	pp. 152-166
Structure recall and drill	*Leer, Hablar y Escribir*
Command forms, review	p. 330 (264)
Writing practice	*Leer, Hablar y Escribir*
	pp. 330-331

SPECIAL COMMENTS	EVALUATION
Teacher's Manual, p. 152, suggests possible depths of treatment for these articles.	Use variety of quizzes and other methods to check progress in reading skills.
Teacher may wish to give more than limited treatment to "El Guardagujas," pp. 278-281. Faster-learning students enjoy discussing the symbolism and intent of the story. Not all students, however, can absorb enough of this story to enjoy it.	
Experience has indicated that command forms are particularly difficult for most students to absorb. While it may seem that we are overstressing this structural form, we find that such stress has been a necessity.	Check for complete control of these forms. Check especially for consistent use of tú or Vd. form.
Refer to Level IV, Unit VI, for specific references and comments.	
Select writing drills on an individual basis according to specific student need.	Continue evaluative procedures as in previous units.

CONCEPT TO BE TAUGHT	REFERENCES
Special cultural notes	

SPECIAL COMMENTS

Use materials on letter writing for explanations of customs in this regard.

Secure materials on Palma de Mallorca, Acapulco, Costa del Sol, and Andalucía for added interest in these areas.

EVALUATION

Use Exam, Número Nueve, for final evaluation of unit.

UNITS A, B, C, AND D

The following units are to be used at the option of the teacher. They are presented in order of difficulty for the student. As class time permits, the teacher should select from these units those which can be meaningful for class groups. It is possible and even desirable that two or more units be taught concurrently, with the teacher dividing the larger class into smaller groups. Even when one of the units has been chosen, it should be possible for the teacher to divide the larger class into smaller groups according to reading skill, therefore allowing for assignments which will meet the ability of each student.

We have abandoned our usual format in favor of summarization pages of suggestions for specific teaching objectives.

SPECIAL CAUTION:

Guard against giving the student the lists of vocabulary words; rather make certain that the students are keeping a running vocabulary list with Spanish definitions in their Spanish notebooks. The lists presented in Units A, B, C, and D are included for teacher reference as a guide, and the teacher should emphasize these by chalk-board presentation, overhead projectuals, or oral emphasis in the classroom.

LEVEL IV - UNIT A

La Gitanilla

Miguel de Cervantes Saavedra

Text: Graded Spanish Readers, Book Five, La Gitanilla, Miguel de Cervantes Saavedra, Abridged and Edited by Carlos Castillo and Colley F. Sparkman, D. C. Heath and Company, Boston, 1937.

Tapes: La Gitanilla, ST 3.75 ips., Educational Audio Visual, Inc., New York, 1965

Four Tests on La Gitanilla, 1-T, 3.75 ips., Educational Audio Visual, Inc., New York, 1965

LEVEL IV - UNIT A

Word identification - Vocabulary

As a minimum, the following words should be defined and assimilated as part of the growing vocabulary of the student. They are listed in the order of occurrence in the text.

hurtar
rostro
marchitar
modales
deshonesto
atreverse
llegar al colmo
acabarse
limosna
la rueda
volver a
agradar
discreto
señal
necio
bobo
agudo
embustero
resplanderse
alabar
escasez
viuda
desgracia
meter
aldea
gallardo
provecho
alejarse
Fulano
señas
dar en prenda
rendido a
arreglar
codioioso
despreciar
ser menester
ocho días
atrevimiento
marcharse
asomarse
engañarse
rayas
apartarse
adivinar
convenir a
alzar
desmayar
aprovechar
aprovechado
amena
repartir
convenido
de alquiler
echar ojo
repartir
cuánto me pesa (pesar)
entregar
celos
juez (jueces)
verdugo
leña de
de balde
cumplir
envidia
esparcerse
alojarse
salir a luz
espantado
decir injurias
bribón
bofetada
arrojarse
arrebatar
prender
ahorcar
preso
desdichada
desventura
besar
culpa
justo
soltar
dilatarse
alcanzar
desabrochar
diligencias
milagro
concierto
aprobación
gozar
calabozo
cumplir
amonestación
resucitar

To this list may be added other words found desirable by the teacher.

Listening comprehension and oral practice

Teacher may select from the taped materials sections for use in the language laboratory.

The taped text is not that of the abridged materials which are found in the printed text. It is not so different, however, as to cause serious difficulties for the student. Some sections, not presented in the printed text, will give the teacher an opportunity for testing listening comprehension.

The taped testing material requires the student to supply a missing word, indicated by the speaker as "X" (equis). The teacher may supply a group of words indicated by A, B, and C, from which the student is to select the correct answer, or the teacher may require that the student write the correct answer.

The taped testing material may be used for oral practice drill by slight alteration. By lengthening the pause between each question, the teacher can require the student to give a complete-sentence answer. In this case, the teacher will wish to edit the tapes and possibly supply the correct answer after the pause provided for the student's answer. This procedure would give the student an immediate check for accuracy.

Reading comprehension

According to their ability, students will find the reading text in this unit very easy or average in difficulty. Assignments should be given with a consideration of the ability of the student to absorb and enjoy.

Caution: Do not "spoil" the enjoyment of the student by making an assignment that is too short. The story is such that it may be wise to allow the student several days (class time and homework) to read a longer segment and then have a discussion session with other members of the group and the teacher.

Continue to use the various techniques of intelligent guessing, word-family groups, suffixes and prefixes to aid the student in building reading skill. Furnish the slower student with a study guide if necessary.

Use a variety of quizzes to check reading comprehension. Suggestions may be found in the file for La Gitanilla.

Structure recall and drill

The teacher should take each opportunity to strengthen the command of the student of the various structural patterns of the language. Where individual students have difficulty, the opportunity must be taken to give the drill and practice to strengthen the pattern and eliminate the weakness.

Such drill should come into play during any of the other skill-building exercises. All four skills must now be so interwoven that in dealing with one we deal with all.

Writing practice

Considering the writing ability of the student, the teacher should make use of summaries, change-of-person drills, writing of interviews for a local paper, and change-of-tense drills to aid in building this skill.

Suggested composition drills follow:

A. Vd. es periodista en Murcia y acaba de oír las noticias de que El Corregidor ha encontrado su hija Constanza. Vaya Vd. a su casa para pedir informes de este descubrimiento.

   a. dónde han encontrado a Constanza
   b. cómo probaron su identidad
   c. qué planes hay para su futuro
   d. cómo explican su desaparecimiento
   e. qué van a hacer con la gitana vieja
   f. otras preguntas (use Vd. su imaginación)

B. Vd. es periodista en Madrid y acaba de oír las noticias de que Andrés Caballero es el hijo de don Francisco de Cárcamo y que va a casarse con Constanza. Pida Vd. informes

   a. qué piensan los padres de eso
   b. qué piensan del hecho de que don Juan ha sido gitano
   c. qué piensan de Preciosa (Constanza)
   d. cuándo van de viaje a Murcia
   e. otras preguntas (use Vd. su imaginación)

Cultural Notes:

In this short story Cervantes has presented a very accurate picture of gypsy life. If they are available, you may wish to show slides of gypsies in Spain today.

Care should be taken, however, not to give the impression that Flamenco and gypsy life is typical of Spain. Too often students get the impression that all Spanish señoritas walk about with roses in their lips and in colorful Flamenco costumes.

The short story also presents an opportunity to give some idea of the historical greatness of Spain, with the allusions to "Flandes" and the customary military and priestly professions available to the young men of the upper social strata.

Filmstrips 18, La Mancha, and 15, Andalucía, The Hispanic World (Buckley, Holt, Rinehart and Winston, Inc., New York, 1964), give background material on the areas of Spain covered in this short story.

Evaluation

The student should be evaluated in terms of all four skills. The written tests in the file for La Gitanilla evaluate reading comprehension and writing; the teacher should be certain to include listening comprehension and speaking in the total evaluation.

LEVEL IV - UNIT B

El Frijolito Saltón

Arturo Torres-Ríoseco

Text: El Frijolito Saltón, Arturo Torres-Ríoseco, D. C. Heath and Co., Boston, 1953

Tapes: El Frijolito Saltón, Arturo Torres-Ríoseco, EMC Corporation, St. Paul, Minnesota, 1968

LEVEL IV - UNIT B

Word identification - Vocabulary

As a minimum, the following words should be defined and assimilated as part of the growing vocabulary of the student. They are listed in the order of occurrence in the text.

Primera Parte

Capítulo 1

chiquitos (S) 3-2
pelado (D) 3-2
vaina (D) 3-7
cuna (D) 3-8
tener papel (D) 3-10
narración (S) 3-13
hogar (S) 3-15
grillos (D) 3-16
delgado (AyS) 3-16
ranas (D) 3-17
caricia (S) 3-18
siesta (D) 4-3

Capítulo 2

despertar (S) 4-8
temprano (A) 4-8
recoger (D) 4-9
cesta (S) 4-11
conversar (S) 4-11
apoderarse (S) 4-12
colocar (S) 4-13
canasto (S) 4-14
asustado (S) 4-14
perezoso (D) 4-20
suceder (S) 4-21-22
vacío (D) 4-23
reirse (D) 4-12
huir (había huído) (D) 6-1

Capítulo 3

regordeta (S) (A) 6-8
chorizo (D) 6-9
dar saltos (S) 6-13
hombrón (D) 6-16
bigotes (D) 6-17
cabellera (D) 6-17
canana (D) 6-20
punzar (D) 6-21
reirse a carcajadas (S) 6-26
toston (D) 7-2
almacén (S) 7-2
tequila (D) 7-4

Capítulo 4

huesudo (D) 7-7
zanahoriá (D) 7-8
prodigio (D) 7-13
gringa (D) 7-14
barato (A) 7-15
cantina (S) 7-17
descuido (D) 7-18
proeza (D) 7-22
dientes (D) 7-23

Capítulo 5

chulo (S) (A) 7-26
curiosidades (D) 8-9
el dorso de la mano (D) 8-28

Capítulo 6

pulgas (D) 9-2
vestidas de levita (D) 9-2-3
detenerse (S) 9-4
enojarse (D) 9-7
fiarle la bebida (D) 9-8
hacer pedazos (D) 9-11
nabo (D) 9-14
susto (S) 9-22
barco (D) (S) 9-24
echar una mirada (D) 9-25

Capítulo 7

flaco (S) (A) 11-2
cazar (D) 11-2
mosca (D) 11-2
acera (D) 11-2
zopilote (D) 11-4
ardiento (S) 11-6
equivocarse (D) 11-9
despavorido (D) 11-21
sombra (A) 11-23

Capítulo 8

luna (D) 11-26
redonda (D) 11-27
agitanto (D) 12-2
en bullicioso grupo (S) 12-3-4
ensordecedor (D) 12-7
pases especiales firmados (D) 12-15
esposa (D) 12-19

Capítulo 9

corpulenta (S) 12-28
blanquísimos (D) 12-29
pelo de azabache (D) 12-30
asiento inmediato (D) 14-1
más sabio que Salomón D 14-4
trabaron amistad (D) 14-5-6
en el acto (S) 14-6
joyería (D) 14-12
finado (D) 14-14
día aciago (D) 14-17
fusilar (S) 14-19
revisar (S) 14-30
ojo de águila (D) 14-30
reloj de pulsera (D) 14-31
lecho (S) 15-8
socorro (S) 15-9
en el alma (D) 15-10-11

Capítulo 10

huerfano (D) 15-19
recoger los boletos (D) 15-20-21
morir de susto (D) 15-21
petulancia (D) 15-28
agentes viajeros (D) 16-3
con el rabo del ojo (D) 16-6-7
suegra (D) 16-12

Capítulo 11

un gorro
destapó (destapar)
colillas
agujerear
es de creer
desaforados
de un balazo
llegar a ser
con mucho garbo

Capítulo 12

apoyado
la cumbre
sensontle
retrodecer
el muro
el andén
colibri

Capítulo 13

aludir (aludido)
rebozos
roncar
rumbo al sur
sarapes

Capítulo 14

los ronquidos
jinetes
se frotaban las manos
hacía rato
tazas de lata
muestras de cariño

Capítulo 15

bizcochos
mimos
dar con (dieron conmigo)

Capítulo 16

una cuesta
un choque
rodar
trepar (se habían trepado el uno sobre el otro)

Capítulo 17

se aprovechaban
sobrino
cuñada

Capítulo 18

la cúspide
testigo

Capítulo 19

bisoja
presenciar
la culpa
suceder (algo debe de haberles sucedido)
una cotorra

Capítulo 20

descalza
trenzas

Capítulo 21

lágrimas (echar)
lo que les da la gana
agregó (agegar)
pasmada

Capítulo 22

el extracto de café
raíces
cerezas
unas fresas azucaradas
pan empapado
racimos de uvas

Capítulo 23

antipático
su honda
basura
abejas
mico
una escoba
palito de dientes

Segunda Parte

Capítulo 1

empezar
me quedo con él
gracioso
proprietario
patria
la "mordida"

Capítulo 2

hojas de afeitar
muñecas
ceniceros
charros
ambiente
gorgojos
cajitas de plata
cacharros de greda
abanicos
maestras
hervidas

Capítulo 3

desfile
el paragüero
dinero sencillo
peinetas españolas
acudir

Capítulo 4

los palpan
socarrón
atónicas
grabado

Capítulo 5

su apogeo
no atinan a decir nada
los tejidos
boquiabiertas
deslumbramiento

Capítulo 6

no engaña a nadie
agregar
la cuenta

Capítulo 7

libretita
arreglándose los anteojos
detenimiento
tosió (toser)

Capítulo 8

no vale un higo
despachar
el fondo
por quitame allá estas pajas
no quedaba titere con cabeza
tener un gran éxito

Capítulo 9

muy ocurrente
al fresco
se burla de todo
asno

Capítulo 10

soltaba una carcajada
pastelero (pastel) + ero-hotelero,etc.
amoscado
en señal
silbando

Capítulo 11

una pareja
muy atrasados
entablaron (entablar)
descalzos

Capítulo 12

bañarse
ganancia
vertió tres lágrimas (vertir)
seres
inmiscuirnos (inmiscuirse)
sucio

Capítulo 13

aserrín
macho
hierro

Capítulo 14

sonador
emperifollada
¿Qué más da?
a fines de
proyectos
dedo pulgar
se fijó en mí (fijarse en)
desterrado

Capítulo 15

parezco (parecer)
parabrisas
ruedas
se hincha de orgullo (hincharse)
proteger
que de tal no tenía sino el nombre
bocina

Capítulo 16

los durmientes
vagón-cama
está rumiando
la vía férrea
diviso (divisar)

Capítulo 17

policiacas
ataúd
más a menudo
tuerto
un hoyo
apretones

Capítulo 18

tarjetita
el peinador
ensalzado
gorriones
alacrán

Tercera Parte

Capítulo 1

aduana
entregó (entregar)
se puso encarnada
acostumbraban (acostumbrar)
    tomar fotografías
el teclado

Capítulo 2

coloradotas
inmutables
bruscos modales

Capítulo 3

pedir prestados
polígamo
a medias
anarquista
ni siquiera
hizo una gran reverencia

Capítulo 4

no tenía nada de necio
los párpados
vacunarse
regocijo
toser
un martillo
en el acto

Capítulo 5

etiquetas
con detenimiento
impuestos
la revisó (revisar)
un portento
se rascó la cabeza

Capítulo 6

mi argucia
molestias
se llevó un chasco
disparates
he cambiado de parecer
evitará (evitar)
maldijo (maldecir)

Capítulo 7

un letrero
escupir
la comisaría
anuncios
pegar anuncios
el más pintado

Capítulo 8

monacillos
como pavos en horno

Capítulo 9

los bomberos
bocinas
campanas
acontecimientos inauditos
se aprietan (apretarse)
se dan codazos
los cargadores
pitos
una inundación
se empujan (empujarse)
se pisan los pies (pisar)
se fue de espaldas

Capítulo 10

pegarse a la acera
hachas
serruchos
escaleras de garfio
un barrio
escaleras
mangueras
lanzas
inundar con chorros de agua
un balde

Capítulo 11

peatones
señal de parada
pólizas de seguro
bocacalle
las averías
el volante

Capítulo 12

dar a luz
mi pésame

Capítulo 13

estrenar
que la hecho pedazos
le embiste (embestir)
trámites

Capítulo 14

trapecios
se tragan la comida (tragarse)

Capítulo 15

fuente de vidrio
el guiso
nueces (nuez)
lechuga
cafetera
la basura
el estampido
requesón
ciruelas
hojas de perejil
un dedal
anfitrión

Capítulo 16

trama

Capítulo 17

unos brutos
malcriados

Capítulo 18

peregrinaje
autogiros
un mes de sueldo

Capítulo 19

no sea atrevida
complejos

Capítulo 20

las travesuras
bujías
amonestaciones
su honda
precoz

Capítulo 21

bizcochos
unas tijeras
aullidos
la cola

Capítulo 22

acariciado
magullado
las garras
un vidrio roto
pedrada
unas bolitas
malvado
un gusano
husmear
sordo

Capítulo 23

sencilla
una mariposa
el césped

Epílogo

praderas
las huertas
lombriz
arrastrada

Listening comprehension and oral practice

A complete set of recordings of the text and the cuestionarios is available. The teacher should select from this set those sections which will best lend themselves to the individual needs of the students.

It is possible even at this level of instruction that some students will need additional practice in locating answers to questions in the text. The taped materials can aid in this work.

Special sections of the taped material can be chosen for testing purposes. A selection not yet read in class or prepared at home can be played in the laboratory, and the questions, edited by the teacher with pauses and no answers, can be played with the student giving the correct answers. The teacher may prepare true-false written statements or multiple-choice answer sheets to check listening comprehension at this point.

Oral practice in the classroom can be stimulated by overhead projectuals of the drawings in the text. Most of these are available in the folder for El Frijolito Saltón, located in the foreign language office. This practice may take several forms:

1. Students ask students questions based on the drawing.
2. Students tell continuous story based on the drawing. Student A gives the first sentence, Student B the second sentence, etc., with repetition of material forbidden.
3. Students discuss drawing from point of view of the story line.

Reading comprehension

The text El Frijolito Saltón is rated as intermediate in level of difficulty. However, the teacher may find varying rates of reading comprehension within even a homogeneous grouping. Assignments, therefore, should be given on an individual basis so that the student is not discouraged either by boredom or by being overburdened by too ambitious a reading assignment.

The teacher should try to give time to each student for discussion of special problems that the student may have with comprehension. It is not necessary to have a discussion period every day with all students participating. It should be possible to allow faster readers to go ahead, while slower readers work in building speed in reading.

Remember, too, that it is possible to give special work in any of the four skills at the same time that reading comprehension is the specific object. We continue to develop the comprehensive whole, which is competence in the Spanish language.

Try not to overplay the literary aspects of El Frijolito Saltón. Remember that our primary objective is competence in the four skills.

Use a variety of quizzes and cuestionarios to check reading comprehension. Suggestions may be found in the file for El Frijolito Saltón.

Overhead projectuals are available in the file to aid in teaching reading for information. Questions and text may be projected at the same time in order to teach students how to look for key words, etc.

Structure recall and drill

The teacher should always be on the alert to diagnose a weakness on the part of the student in any one of the hundreds of structural patterns. Drills should immediately be assigned to strengthen the weak pattern, and such drills should be performed concurrently with other skill-building exercises. All four skills must now be so interwoven that in dealing with one we deal with them all.

Writing practice

Writing practice may take many forms. The teacher, considering the writing ability of each individual student, may assign summaries, change-of-person and number drills, change-of-tense drills, writing of interviews, and longer compositions to aid in building this skill.

Suggested compositions follow:

A. Primera parte, secciones 16 y 17: Escriba Vd. un artículo para el periódico en que Vd. describe el choque en la avenida.

B. Segunda parte, secciones 11y 12: Escriba Vd. un crítico de las ideas de los esposos. Conocen de veras a los habitantes de los países donde viajan?

C. Tercera parte, sección 3: Cambie Vd. esta sección al discurso indirecto.

D. El Frijolito Saltón

Escriba Vd. una composición en que usted me da sus pensamientos sobre este libro. Trate Vd. de darme ideas frescas, y sobretodo, no recuente la historia. Vd. debe escribir en cada otra linea, para que yo pueda escribir mis observaciones entre las lineas. Trate Vd. de escribir una composición de no más de 200 palabras.

I. El autor

¿quién es? ¿dónde vive? ¿qué nacionalidad? etc.

II. El libro

¿es nuevo? ¿tiene ideas nuevas? ¿es una novela, una composición, o un ensayo?

III. El estilo

¿es fácil comprender? ¿por qué? ¿es interesante? ¿da el autor demasiado sus proprias ideas? ¿hay demasiado descripciones? etc.

IV. Su opinión (esta parte es la más importante)

¿le gusta a Vd. este libro? ¿por qué?

No olvide Vd. de dar ejemplos para probar sus puntos.

Cultural Notes

El Frijolito Saltón serves more to invite self-inspection on the part of "yanquis" who are tourists in other countries. While it does serve to give an idea of the geographical extent and some of the customs of Mexico, it is more a complaint against the "typical" tourist from the United States.

Students enjoy such self-inspection, and although much of the book is light sarcasm, they have, at times, a violent reaction to what Torres-Ríoseco says. The teacher should use this reaction to conduct a discussion of attitudes on the part of "Americans" who are tourists and as such representatives of the United States in foreign lands.

Evaluation

Several examinations are available in the file folder for El Frijolito Saltón. The teacher may elect to use the tests available for Primera, Segunda, and Tercera Parte, or to use the exam written for the complete book.

Since the examinations test reading and writing skills, the teacher should make some provision to evaluate the listening comprehension and oral skills. This testing may be done by using the taped material and preparing a multiple-choice answer test (for listening comprehension), and selecting a drawing and asking the student to talk for one minute about it (oral skill).

LEVEL IV - UNIT C

La Rana Viajera

Julio Camba

Text: La Rana Viajera, Julio Camba, D.C. Heath and Co., Boston, 1928

LEVEL IV - UNIT C

Word identification - Vocabulary

Vocabulary lists for the sections "Inglaterra" and "Alemania" have been prepared and are printed below. These words should be defined in Spanish and assimilated as part of the growing vocabulary of the student. The teacher should also prepare lists for other sections of the text as they are used.

"Inglaterra"

Capítulo 1

6:10	gabán
6:15	ablandarse
6:17	salpicar
6:19	colmarse
6:29	grúa
6:30	americana
7:5	chulo

Capítulo 2

7:12	regodearse
8:15	mixtificar
8:21	almíbar
9:11	porquería

Capítulo 3

10:11	bruma
10:18	calamar
10:29	de mala gana
11:11	esclarecer
11:15	mugre
11:29	tibio

Capítulo 4

12:14	deleitarse
12:17	perturbar
12:25	frotar
13:1	empañados
13:14	humareda
14:16	faroles
15:9	folletinista
15:23	la pila

Capítulo 5

16:12	mechero automático
16:16	quitar la cabeza a uno
16:24	no dar una
17:18	recia
17:25	majar

Capítulo 6

19:20	pasar las moras (moradas)
20:13	las asperezas
20:18	un testarazo
20:24	ir a dar pocas
21:11	sobrar

Capítulo 7

22:16	fecundidad
23:5	fiera
24:1	albañil
24:11	taller

Capítulo 8

25:5	pescuezo
25:14	engrudo
25:20	trasnocher
25:25	grosería
27:3	persianas
27:28	tener sin cuidado

Capítulo 9

28:7 gestaciones
28:17 ensayo
29:17 acudir
29:
22-23 el que más y el que menos
30:5 compadecer

Capítulo 10

30:11 deudas
30:14 estropeado
31:16 chita callando

Capítulo 11

32:13 atrever
32:19 grabador
32:22 cojo (cojear)
32:24 vivaracha

Capítulo 12

37:5 maleficio
37:8 redactar
37:21 en comandita
38:7 disponibles

Capítulo 13

38:27 despectivo
39:7 tortícolis
39:
19-20 le piso un callo (pisarle
a uno un callo)
39:27 ademán

Capítulo 14

41:4 buzo
41:10 chistera
42:9 atropellar

"Alemania"

Capítulo 1

la pólvora
el poderío
la imprenta
sombrerazos
envejecer

Capítulo 2

digerir
embarazo
solerios
reventones
salchicha
manicomios
lastre

Capítulo 3

rascar las ollas
un lío
al alcance

Capítulo 4

pesado
ensanchar
so pena de
rechinante
jadear

Capítulo 5

de antemano
improvisación
jira campestre
juerga
a mí me desconcertaba esta frase

Capítulo 6

médula
remordimientos
escombros
calcañares
abrasar
guardacantón
plantear
todo bicho viviente

Capítulo 7

una vitola
la trastienda
el estanquero

Listening comprehension and oral practice

No recordings are available for the text La Rana Viajera.

Listening comprehension may best be practised in the classroom, with students conducting discussions in the target language and with the teacher giving short talks on Camba and his times.

The teacher may elect to record his talks on the background material about Camba and use these in the laboratory for listening comprehension practice.

Oral practice should be constant. Remember that Spanish is the language of the classroom.

Oral practice may take various forms:

1. Discussions of readings
2. Special reports by individual students
3. Dramatizations of some of the anecdotes told by Camba
4. Oral readings of sections of the text.

Reading comprehension

The text La Rana Viajera is rated as upper intermediate in level of difficulty. The sections on "Estados Unidos" and "España" are easier for the student to comprehend than the others. Because of the high-interest level of these two sections, it is recommended that the teacher assign these portions first.

Care should be taken to select sections of the text which are valid and meaningful to the student. Not all the text is to be read, unless individual students express a desire to do so.

Do not overplay the literary significance of the text. We are stressing the four skills and are using the text as a vehicle for practice in each of them.

Continue to stress reading techniques such as intelligent guessing, word families, topic sentences, and summarizations to aid in increasing reading comprehension.

The teacher may wish to prepare quizzes on various sections of the text to check progress in reading comprehension. These sections should not be assigned for class or homework, but the quiz should be the first experience of the student with the material.

Structure recall and drill

Be alert to diagnose weaknesses on the part of the student in grammatical structure. Assign special drill where necessary.

Writing practice

The teacher should assign writing experiences to the student on a need basis. If the student is weak in structure, the teacher may assign change-of-person and number drills, change-of-tense drills, or a questions-guided composition in order to eliminate much of the chance of writing in error. If the student is capable, he should be given writing practice in summarization, writing of interviews, and longer personally oriented compositions.

Suggested writing exercises follow:

A. *La Rana Viajera* "Inglaterra" X, XI, XII

Contéstense con frases españolas completas:

1. ¿Qué es un "gentleman," según los ingleses?

2. ¿Es el dinero una condición indespensible para ser "gentleman" en los EE.UU.?

3. ¿Qué es *la moral*?

4. ¿Qué es *un taller*? ¿*un barrio*?

5. Búsquense todos los adjetivos describiendo a un hombre o mujer en capítulo XI y escríbase una lista.

6. Búsquense todas las ocupaciones en los anuncios de capítulo XII y escríbase una lista.

B. "Alemania"

1. ¿Qué es la civilización?

2. ¿Qué maneras hay de estudiar alemán?

3. ¿Cuál es la diferencia entre un español de idoma y un español de temperamento?

4. Explique en español:

> "Casi podría decirse que, en algunos rincones de América, España es más española que en las ciudades de la Península."

C. Ensayo:

Escoja Vd. uno de los siguientes temas:

I. Vd. es un periodista en los EE.UU. Vd. necesita escribir un artículo describiendo el "teen-ager" para unos lectores de Europa.

II. Vd. es un crítico de literatura. Escriba Vd. un crítico de los artículos de Julio Camba.

Trate Vd. de no usar más de 500 palabras. ¡Cuidado con la gramática!

Cultural Notes

La Rana Viajera invites the reader to "see himself as others see him." Camba has exaggerated greatly the types he has portrayed. The teacher should be prepared to correct erroneous views on the part of the students, and to furnish as much material as he has at his command to add to the cultural knowledge of the student.

Evaluation

Several examinations are available in the file folder for La Rana Viajera.

The teacher will want to prepare some sort of testing material to evaluate the listening comprehension and oral skills, as well as the reading comprehension and writing skills which are examined in the prepared tests.

LEVEL IV - UNIT D

La Zapatera Prodigiosa

Federico García Lorca

Text: La Zapatera Prodigiosa, Federico García Lorca,
Editorial Losada, S.A., Buenos Aires, 1944

LEVEL IV - UNIT D

Word identification - Vocabulary

The following list of words to be assimilated by the student is not to be considered complete. It is merely a guide to the teacher as to the type of word that should be defined in Spanish and made a firm part of the growing vocabulary.

cortina
cutis
hogar
faja
cana
menudito
crudo
viudo
débil
constar
perecer
herramientas
tuerto
zapatero
merienda
diligencia
aguantar
hervir
maceta
compromiso
jaca
oler
meter
disfrutar
costear
sordo
desengaño
disfraz

agreste
vega
recelo
parlanchina
paño
mutis
alejarse
aborrecer
callar
lúgubre
arroyo
cardenal
semillas
ligas
llevar el compás
guiso
pretendiente
tunante
estornudar
mariposa
enterar
abarcar
estorbar
garbo
golosinas
hacer algo gordo
arrastrar
títer (títeres)

Listening comprehension and oral practice

No recordings are available for the text La Zapatera Prodigiosa.

Student enjoyment can be enhanced by dramatization of parts of the text. This would present an excellent opportunity for oral practice in intonation, pronunciation, and voice inflection, as well as for listening comprehension on the part of those who are the audience.

If the interest of the group so dictates and the preparation of the oral reading or dramatization is of sufficient caliber, the teacher may elect to have parts of the play presented to other advanced classes of Spanish.

Reading comprehension

The text of La Zapatera Prodigiosa reads easily, and except for some slang terms not previously encountered by the student, the vocabulary is not too difficult. The teacher should explain slang terms as they are encountered. Although they should not be stressed as vocabulary items, the student will, because of their nature, readily absorb them. Some ready examples:

pillo
penacho de catalineta
granuja
canalla

Do not overplay the literary significance of the text. We are stressing the four skills and are using the text as a vehicle for practice in each of them.

Structure recall and drill

Be alert to diagnose weaknesses on the part of the student in grammatical structure. Assign special drill where necessary.

Writing practice

Assignments of writing practices should be made on the basis of student need and his sophistication in writing skill. Change-of-person and tense drills are almost impossible with a text written in dramatic form. Summarizations or character sketches present an excellent means of writing drill.

For the student weak in writing skills, the teacher should furnish a guide with fragments or questions to give the student a skeleton on which to hang his written work.

For students who are writing with few errors, longer compositions and discussions of plot, theme, or characters are in order.

A few suggested writing practices are printed below. The teacher should feel free to invent others as the need occurs.

A. For the student weak in writing skills:

Escriba Vd. un párafo describiendo el zapatero. Use Vd. los fragmentos en órden, cambiando solamente la forma si es necesario.

. . tener años . .
. . ser pacífico . .
. . buen trabajador . .
. . conocer a la zapatera . .
. . el arroyo del pueblo . .
. . traje negro, corbata roja y cuatro anillos . .
. . buen titiritero . .
. . querer de veras a la zapatera . .
. . vivir juntos para siempre al fin .

B. For the student writing with few errors:

1. En pocas palabras, indique Vd. el tema de esta farsa.

2. Describa Vd. fisicamente o caracteristicamente las personajes siguientes:

   a. el zapatero
   b. la zapatera
   c. las vecinas
   d. el niño

3. ¿Quién es Federico García Lorca? Dé Vd. asuntos biográficos.

4. ¿Cuál fue el eje fundamental en la obra de Lorca? Explique Vd.

Cultural Notes

The teacher may wish to use the following biographical notes on Federico García Lorca. He should feel free to amplify as he is able.

Federico García Lorca: *La Zapatera Prodigiosa*

Ultimos años de la República de España

Nació 1898 murió 1936
Granada

era abogado pero tenía amor por lo dramático

a partir de 1926 inició su obra teatral

comenzó con el predominio de lo lírico hasta lo estrictamente dramático

eje fundamental: la pscicología de la mujer española y sus caracterizados determinantes:

el sentimiento de honor (de la honra)
la pasión amarosa (teñida de sexualidad)
el instincto maternal
las convenciones sociales

La Zapatera 1930 (estaba en Nueva York este año también)

choque entre un marido entrado en años con la esposa joven

Doña Rosita la soltera o El lenguaje de las flores (1935)

la novia que aguarda años y años

Tres poderosos dramas

el amor o el ansia de maternidad provoca fatalmente la tragedia

Las Bodas de Sangre (1933)

eje argumental es el rapto de la novia por un antiguo galán en el día de sus bodas y la muerte de éste por el novio, que también sucumbe en la lucha

Historia de la Literatura Española
José García López
Las Americas Publishing Co. (644-646)

Evaluation

The teacher should construct a testing tool which will evaluate the four skills.

Refer to the Spanish, Grades 7-12, Elementary Level Guide for the supplement on "Testing the Four Skills" for ideas.

Check the file on La Zapatera Prodigiosa for tests constructed by teachers using this unit previously.

APPENDIX A

HOW TO READ SPANISH

HOW TO READ SPANISH

Who wants to spend an hour on any lesson, when he can prepare it as well or better in twenty minutes? There is a definite way to cut down your study time if you will adopt it. Now is the time to learn a new procedure or at least to improve on your former technique, because from now on, instead of the intentionally simplified sentences of Spanish I, you will gradually read the kind of Spanish that Spanish-speaking people enjoy using — long, involved sentences that are sometimes almost puzzles to solve. If you try to read this Spanish word-for-word, you will waste time and possibly become discouraged, thinking you don't know anything when you really do. So, whether you see the reason for them or not, try these helpful hints:

1. READ THE WHOLE SENTENCE. Decide what the sentence says, keeping the general story idea in mind. If it is all clear to you, go on. If it isn't, read it again, and even three times; often before the third reading the meaning will suddenly become clear without your looking up a word. If it doesn't, there is probably some certain key word holding you up. Find it, look up its meaning, being sure the meaning you select fits the sentence, and there you are! Other words which were vague will jump into place, and the sentence is conquered.

   By the way, after you have looked up a word, NEVER write it in your book. This is not entirely for the sake of the book, either, because when you read the story thereafter, your eye will jump the Spanish word completely, seeing only the English word you have written in. The Spanish word never has a chance to reach your brain and become part of your vocabulary.

2. LOOK FOR IDIOMS. Reading a whole sentence at a time, you will notice groups of words that must not be translated separately; if you read word by word, you flounder over these idioms and lose the thread of the story. Familiar words often change their meaning a great deal when in a combination; for example, DAR LAS DOCE does not mean TO GIVE THE TWELVE, which doesn't make sense, but to STRIKE TWELVE, which does.

3. DODGE THE DICTIONARY. Never, never go blindly through a story, looking up every unfamiliar word and writing it down before you begin to read. If you look up words only when all else fails, you can easily tell whether MANSANA, in a particular sentence, means apple or city block, for it may mean either.

   a. LOOK FOR COGNATES (words resembling English).

   b. ANALYZE LONG WORDS. Long, unfamiliar words often tell you their meaning if you look at them closely and take them apart. It is easy to guess that UN LAVAPLATOS (lavar, to wash; platos, dishes) means a kitchen sink or dishwasher.

   c. LOOK UP FAMILIAR WORDS WHEN THEY DON'T MAKE SENSE. When you find an old familiar word that just doesn't fit, look it up! It probably has a new meaning in this particular story. For example, GATO, cat, also means automobile jack or money bag and the money kept in it.

4. REARRANGE WORD ORDER. Never hesitate to change the Spanish word order when you are struggling with a complicated sentence. When you know all the words and you find they still don't make sense, change them around until they do.

5. GUESS! When you travel in foreign countries where you do not know the language, in self-defense you soon become an expert guesser. Use the same technique in reading Spanish stories, and your teacher will never hold it against you if you make an intelligent guess that happens to be wrong.

¡BUENA SUERTE!